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# Agenda

## California Commission on Teacher Credentialing

June 7-8, 2000 • Commission Offices • 1900 Capitol Avenue • Sacramento, CA 95814

Some of the agenda items are available for viewing on the web.

Click on the  to view the items that are available.

**WEDNESDAY, June 7, 2000**  
*Commission Offices*

### 1. Executive Committee 9:00 a.m.

**EXEC-1** Approval of the May 3, 2000 Executive Committee Minutes

**EXEC-2** Interviews for Appointment to the Committee of Credentials

### 2. General Session 1:30 p.m.

The Commission will immediately convene into Closed Session

#### Closed Session (Chair Norton)

(The Commission will meet in Closed Session pursuant to California Government Code Section 11126 as well as California Education Code Sections 44245 and 44248)

### 3. Appeals and Waivers (Committee Chair Harvey)

**A&W-1** Approval of the Minutes

**A&W-2** Consideration of Credential Appeals

**A&W-**

- 3  
**A&W-4**      Waivers: Consent Calendar
- A&W-5**      Waivers: Conditions Calendar
- A&W-6**      Waivers: Denial Calendar
- A&W-7**      Precedential Decisions
- A&W-8**      A Review of Commission Appeals -- 1997-2000
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**THURSDAY, June 8, 2000**  
**Commission Offices**

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**1. Reconvene General Session (Chair Norton)**

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**8:00 a.m.**

- GS-1**      Roll Call
- GS-2**      Pledge of Allegiance
- GS-3**      Approval of the May 2000 Minutes
- GS-4**      Approval of the June Agenda
- GS-5**      Approval of the June Consent Calendar
- GS-6**      Annual Calendar of Events
- GS-7**      Chair's Report
- GS-8**      Executive Director's Report
- GS-9**      Report on Monthly State Board Meeting
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**2. Legislative Committee of the Whole (Committee Chair Veneman)**

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- LEG-1**      Status of Bills of Interest to the Commission



- LEG-2**      Analyses of Bills of Interest to the Commission
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**3. Preparation Standards Committee of the Whole (Committee Chair Ellner)**

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- PREP-1**      Approval of Subject Matter Programs Submitted by Colleges and Universities



- PREP-2**      Recommended Award of Grants Pursuant to AB 496




- PREP-3**      Recommended Award of Grants for the Paraprofessional Teacher Training Program



- PREP-4**      Report on Procedures for Interviewing and Selecting Members of the Committee on Accreditation (COA)


 **PREP-5** Update on the Status of the Focused Review of the Administrative Services Credential


 **PREP-6** Recommendation for Initial Accreditation for Inter-American College


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#### 4. Performance Standards Committee of the Whole (Committee Chair Katzman)


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 **PERF-1** Proposed 2000-01 Test Fees for the (Bilingual) Cross-cultural, Language and Academic Development (CLAD/BCLAD) Examinations

 **PERF-2** Update on the Development of Teacher Preparation Standards Pursuant to SB 2042 (Alpert, 1998)

 **PERF-3** Recommended Award of a Contract for the Development of Final Teaching Performance Expectations for the Teaching Performance Assessment and Content Specifications for the Multiple Subjects Assessment for Teachers (MSAT)

 **PERF-4** Proposed Beginning Teacher Support and Assessment Program (BTSA) Expenditure Plan 2000/01


 **PERF-5** A Standards Based Process for Formal Beginning Teacher Support and Assessment Program (BTSA) Program Reviews: Proposed Change for the Review Schedule

 **PERF-6** Proposed Award of Contract for Preparing Surveys and Technical Reports for the Beginning Teacher Support and Assessment Program (BTSA)

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#### 5. Certificated Assignments Committee of the Whole (Committee Chair Blowers)

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 **C&CA-1** Proposed Amendments to Title 5 Section 80015, Pertaining to the Requirements for the Cross-cultural, Language and Academic Development (CLAD) Certificate


**C&CA-2** Application for an Eminence Single Subject Teaching Credential

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#### 6. Fiscal Planning & Policy Committee of the Whole (Committee Chair Miner)

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 **FPPC-1** Update Regarding Contract for Assistance with Strategic and Information Technology Plan and Action Plan

 **FPPC-2** Update on the 2000-2001 Governor's Budget

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#### 7. Reconvene General Session (Chair Norton)

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**GS-10** Report of the Appeals and Waivers Committee

**GS-11** Report of the Executive Committee

**GS-12** Report of Closed Session Items

**GS-13** Commissioners Reports

**GS-14** Audience Presentations

**GS-15** Old Business: Quarterly Agenda for June, July & September 2000

**GS-16** New Business

**GS-17** Adjournment

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**All Times Are Approximate and Are Provided for Convenience Only**

**Except Time Specific Items Identified Herein (i.e. Public Hearing)**

**The Order of Business May be Changed Without Notice**

Persons wishing to address the California Commission on Teacher Credentialing on a subject to be considered at this meeting are asked to complete a Request Card and give it to the Recording Secretary prior to the discussion of the item.

**Reasonable Accommodation for Any Individual with a Disability**

Any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the California Commission on Teacher Credentialing may request assistance by contacting the California Commission on Teacher Credentialing at 1900 Capitol Avenue, Sacramento, CA 95814; telephone, (916) 445-0184.

**NEXT MEETING**

**July 12-13, 2000**

**California Commission on Teacher Credentialing**

**1900 Capitol Avenue**

**Sacramento, CA 95814**



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## California Commission on Teacher Credentialing

**Meeting of:**

June 7-8, 2000

**Agenda Item Number:**

LEG-1

**Committee:**

Legislative

**Title:**

Status of Bills of Interest to the Commission

✓ Action

✓ Information

**Prepared by:**Rod Santiago  
Legislative Liaison

### BILLS FOLLOWED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING May 23, 2000

**CCTC-Sponsored Bills**

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
AB 309 - Mazzoni  Would increase the cap on per intern expenditures in the alternative certification program	<b>Sponsor (3/99)</b>	Senate Appropriations Committee
AB 457 - Scott  Would add internet-based sex offenses to the list of specified mandatory revocation offenses	<b>Sponsor (3/99)</b>	Signed by the Governor -- Chaptered
AB 466 - Mazzoni  Omnibus clean-up bill	<b>Sponsor (3/99)</b>	Signed by the Governor -- Chaptered
AB 471 - Scott  Would require CCTC to report to the Legislature and the Governor on numbers of teachers who received credentials, internships and emergency permits	<b>Sponsor (3/99)</b>	Signed by the Governor -- Chaptered
AB 1067 - Margett  Would bring Education Code provisions related to lewd and lascivious Penal Code violations into conformity	<b>Sponsor (4/99)</b>	Signed by the Governor -- Chaptered

AB 1282 - Jackson  Would require CCTC to make improvements needed to enhance CBEST	<b>Sponsor (4/99)</b>	Signed by the Governor -- Chaptered
AB 2339 - Mazzoni, et. al.  Would clean-up various provisions of the Education Code	<b>Sponsor (2/00)</b>	Senate Rules Committee

#### SENATE BILLS OF INTEREST TO CCTC

<b>Bill Number - Author Subject</b>	<b>Previous and Current CCTC Position (date adopted)</b>	<b>Status</b>
SB 151 - Haynes  Would allow a person who meets prescribed requirements to qualify for a Professional Clear teaching credential	Seek Amendments (2/99)  Oppose Unless Amended (4/99)  <b>Oppose (7/99)</b>	Held in Assembly Appropriations Committee
SB 179 - Alpert  Would require the Commission to ensure that expanded teacher internship programs are fully integrated and cooperatively taught  (Last amended 1/12/00)	<b>Support if Amended (2/99)</b>	Assembly Education Committee
SB 395 - Hughes  Would remove the sunset date on SDAIE staff development training	Seek Amendments (4/99)  <b>Support (7/99)</b>	Signed by the Governor -- Chaptered
SB 472 - Poochigian  Would require SDE and SBE to make a joint recommendation to the Legislature regarding implementation of mathematics institutes for teachers in grades 4, 5 and 6  (Last Amended 1/26/00)	<b>Support (4/99)</b>	Assembly Education Committee
SB 573 - Alarcon  Would state the intent of the Legislature to establish a pilot program that will enhance the retention rate of experienced teachers, enhance the opportunities for candidates to complete credentialing programs, and train teachers for more effective service in hard to staff schools.  (Last Amended 1/26/00)	Watch (4/99)  <b>Support if Amended (5/99)</b>	In Assembly -- Held at Desk
SB 1431 - Haynes, et. al.  Would remove the coursework option for credential candidates to meet subject matter competency	<b>Oppose (3/00)</b>	Failed passage in Senate Education Committee -- Reconsideration granted
SB 1505 - Alarcon  Would create programs to attract and retain teachers	<b>Support if Amended (3/00)</b>	Senate Appropriations Committee
SB 1527 - Hughes  Would allow school districts to participate jointly in integrated teacher preparation programs	Oppose (3/00)  <b>Seek amendments (5/00)</b>	Senate Education Committee
SB 1564 - Karnette  Would modify the APLE program to increase the total loan assumption amount from \$11,000 to \$15,000 or \$20,000 after a participant completes 4 consecutive years of teaching in math or science	<b>Support (3/00)</b>	Senate Education Committee

<i>(Last amended 3/23/00)</i>		
SB 1722 - Hayden  Would add recruitment and placement of immigrant professionals to the duties of CalTeach  <i>(Last amended 5/3/00)</i>	<b>Watch (4/00)</b>	Senate Floor
SB 1796 - Alpert  Would add four voting members to the Commission with 2 appointments made by the Senate Rules Committee and 2 by the Speaker of the Assembly	<b>Watch (4/00)</b>	Senate Floor
SB 1976 - Solis  Would make technical, nonsubstantive changes to the findings and declarations section of the Paraprofessional Teacher Training Program	<b>Watch (4/00)</b>	Senate Rules Committee
SB 2039 - Alarcon  Would state legislative intent that every governing board of every school district be encouraged to make college guidance counseling available to all pupils beginning in grade 7	<b>Watch (4/00)</b>	Senate Rules Committee

# **ASSEMBLY BILLS OF INTEREST TO CCTC**

<b>Bill Number - Author Subject</b>	<b>Previous and Current CCTC Position (date adopted)</b>	<b>Status</b>
AB 1X - Villaraigosa and Strom-Martin  Would establish the Peer Assistance and Review Program for Teachers	<b>Seek Amendments (2/99)</b>  CTC amendments adopted	Signed by the Governor -- Chaptered
AB 2X - Mazzoni and Cunneen  Would establish various programs related to reading and teacher recruitment	Support (2/99)  <b>Seek Amendments (3/99)</b>  CTC amendments adopted	Signed by the Governor -- Chaptered
AB 27X - Leach  Would require CCTC to conduct a validity study of the CBEST	Oppose Unless Amended (2/99)  <b>Watch (3/99)</b>  CTC amendments adopted	Signed by the Governor -- Chaptered
AB 31 - Reyes  Extends APLE Program to applicants who agree to provide classroom instruction in school districts serving rural areas	<b>Support (2/99)</b>	Signed by the Governor -- Chaptered
AB 108 - Mazzoni  Subject Matter Projects	<b>Support (2/99)</b>	Held in Senate Appropriations Committee
AB 192 - Scott  Would create the California Teacher Cadet Program	<b>Support (3/99)</b>	Vetoed by the Governor
AB 578 - Honda  Would require the SPI, in consultation with CCTC and IHEs, to develop training requirements for teachers to ensure sufficient training on domestic violence recognition	<b>Watch (4/99)</b>	Held in Senate Appropriations Committee
AB 609 - Wildman  Would allow school districts to use a braille instructional aide to provide braille instruction if the aide works under the direct supervision of a credentialed teacher who is	Seek Amendments (3/00)  <b>Support (5/00)</b>	Senate Education Committee

enrolled in a program that will lead to a certificate to teach the visually impaired		
AB 707 - House  Would set forth requirements for a services credential with a specialization in school psychology	<b>Seek Amendments (4/99)</b>	Senate Education Committee
AB 752 - Davis  Would create two new single subject teaching credentials in dance and in theatre  (Last amended 1/20/00)	<b>Watch (4/99)</b>	Senate Education Committee
AB 877 - Scott  Would modify the APLE program to require that an applicant must have completed 30 semester units to participate in the program	<b>Support (3/00)</b>	Senate Education Committee
AB 899 - Alquist  Would make changes to the APLE program related to allowing applicants to be enrolled on a half-time basis and redistribution of unused warrants  (Last amended 1/3/00)	<b>Support (5/99)</b>	Senate Education Committee
AB 908 - Alquist  Would require CCTC to adopt or revise standards to address gender equity	<b>Seek Amendments (4/99)</b>	Senate Appropriations Committee
AB 961 - Steinberg  Would create the Challenged School Teacher Attraction and Retention Act of 1999	<b>Support (4/99)</b>	Senate Education Committee
AB 1006 - Ducheny  Would establish a two-year pilot project to provide peer support and mentoring for school counselors	<b>Support (4/99)</b>	Senate Education Committee
AB 1059 - Ducheny  Would make various provisions in law related to CLAD training	Seek Amendments (4/99)  <b>Support (9/99)</b>	Signed by the Governor -- Chaptered
AB 1242 - Lempert  Would require CCTC to issue a California Preliminary (CAP) Credential to persons meeting certain requirements	Seek Amendments (4/99)  Oppose (6/99)  <b>Watch (9/99)</b>	Signed by the Governor -- Chaptered
AB 1324 - Zettel  Would allow holders of Clinical Rehabilitative Services Credentials who have ten years of experience teaching in a mild/moderate classroom to continue in this assignment	Oppose unless amended (2/00)  <b>Watch (3/00)</b>  CTC amendments adopted	Senate Education Committee
AB 1529 - Baldwin and Runner  Would allow IHEs who have received accreditation from any regional or national accrediting body recognized by the U.S. Department of Education to operate a teacher preparation program for purposes of California credentialing	<b>Oppose (12/99)</b>	Dropped by the author
AB 1900 - Steinberg  Would state legislative intent to appropriate funds to low performing schools for the purpose of hiring a full-time, on-site staff person to provide support for all beginning teachers	<b>Watch (3/00)</b>	Assembly Appropriations Suspense File
AB 1925 - Dickerson	<b>Seek Amendments (3/00)</b>	Assembly Appropriations



Would create Special Education Program Recruitment and Expansion Programs to be administered by the CTC		Suspense File
AB 1994 - Baldwin  Would allow IHEs located in California who have received accreditation from any regional or national accrediting body recognized by the U.S. Department of Education to operate a teacher preparation program for purposes of California credentialing	<b>Oppose (3/00)</b>	Hearing cancelled by the author
AB 2541 - Calderon  Would add four teachers to the number of voting members of CTC	<b>Watch (4/00)</b>	Dropped by the author
AB 2551 - Hertzberg  Would require CTC to waive CBEST exam fees if funds are made available in the Budget Act	<b>Approve (4/00)</b>	Assembly Appropriations Suspense File
AB 2590 - Campbell  Would create the California State Troops to Teachers Act	<b>Seek Amendments (4/00)</b>	Assembly Appropriations Suspense File
AB 2633 - Calderon  Would make technical, nonsubstantive changes to the CLAD provision in law	<b>Watch (4/00)</b>	Assembly First Reading
AB 2674 - Wayne  Would require Department of Veterans Affairs to conduct a study on veterans cemeteries  <i>Last amended 5/4/00</i>	<b>Watch (4/00)</b>	Assembly First Reading
AB 2679 - Bock  Would make technical, nonsubstantive changes to the provisions in law related to BTSA	<b>Watch (4/00)</b>	Assembly First Reading



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## California Commission on Teacher Credentialing

**Meeting of:**

June 7-8, 2000

**Agenda Item Number:**

LEG-2

**Committee:**

Legislative

**Title:**

Analysis of Bills of Interest to the Commission

✓ Action

**Prepared by:**Rod Santiago  
Legislative Liaison

### Bill Analysis California Commission on Teacher Credentialing

**Bill Number:** Senate Bill 1575

**Authors:** Senator Kevin Murray

**Sponsor:** Senator Kevin Murray

**Subject of Bill:** Emergency Permits

**Date Introduced:** February 18, 2000

**Last Amended:** April 25, 2000

**Status in Leg. Process:** Senate Appropriations Suspense File

**Current CTC Position:** None

**Recommended Position:** Watch

**Date of Analysis:** May 23, 2000

**Analyst:** Rod Santiago and Linda Bond

#### Summary of Current Law

Current law authorizes the Commission on Teacher Credentialing to issue or renew emergency teaching permits if the applicant possesses a baccalaureate degree and some units in the subject to be taught from a regionally accredited institution of higher education.

#### Summary of Current Activity by the Commission

The Commission completes an annual report on emergency permits. The 1997-98 Annual

Report showed that the Commission issued 30,029 emergency permits for the year. Some districts requested and were issued emergency permits for over 20% of their total teaching staff.

Assembly Bill 471 (Scott, Chapter 381, Statutes of 1999) requires the Commission to annually report to the Legislature and Governor on the number of classroom teachers who received credentials, internships, and emergency permits in the previous fiscal year and to make this report available to school districts and county offices of education to assist them in the recruitment of credentialed teachers.

**Analysis of Bill Provisions**

Senate Bill 1575 would require the Secretary for Education, in consultation with a broadly representative and diverse advisory committee including representatives from the Department of Education, the Commission on Teacher Credentialing, postsecondary institutions, schools, school districts, parents, and other interested parties, to develop a plan that requires a school district to address the disproportionate number of teachers serving on emergency permits in low-performing schools in low-income communities as compared to schools that are not low-performing or not in low-income communities.

**Analysis of Fiscal Impact of Bill**

This bill would have no known fiscal impact to the CTC.

**Analysis of Relevant Legislative Policies by the Commission**

The following Legislative policy may apply to this measure:

- 3. **The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.**

**Organizational Positions on the Bill**

None known at this time.

**Reason for Suggested Position**

The Commission completes an annual report on the numbers of emergency permits issued to each requesting school district in the state. This report could be helpful in the development of a plan to address the numbers of emergency permits issued for service in low-performing schools.

The Secretary for Education worked with the Governor to draft a series of bills that would address the issue covered in this bill. With the Governor's bills still pending, staff is recommending a position of Watch on this bill.

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**Bill Analysis**  
**California Commission on Teacher Credentialing**

<b>Bill Number:</b>	<b>Assembly Bill 1710</b>
<b>Authors:</b>	<b>Assemblymember Denise Ducheny</b>
<b>Sponsor:</b>	<b>Assemblymember Denise Ducheny</b>
<b>Subject of Bill:</b>	<b>California Initiative for Teaching</b>
<b>Date Introduced:</b>	<b>February 17, 2000</b>
<b>Last Amended:</b>	<b>March 22, 2000</b>
<b>Status in Leg. Process:</b>	<b>Assembly Appropriations Suspense File</b>
<b>Current CTC Position:</b>	<b>None</b>
<b>Recommended Position:</b>	<b>Watch</b>

**Summary of Current Law**

Current law establishes the California Mathematics Initiative for Teaching for the purpose of increasing the number of teachers who are competent and certificated to teach mathematics. Current law requires the Commission on Teacher Credentialing to administer the program and award grants to school districts and county superintendents of schools.

Current law also requires the CTC to establish standards for supplementary authorizations, including supplementary authorizations in mathematics.

**Summary of Current Activity by the Commission**

The Commission administers the California Mathematics Initiative for Teaching by providing grants to school districts or county offices of education for individuals seeking to teach mathematics. The grant program is in its second of six years.

The Commission has also adopted new statewide program standards for a supplementary authorization in mathematics. Under these new standards the Commission will be able to approve subject matter programs that are preparatory for a supplementary authorization. Candidates who complete these approved programs will be recommended by the program to the Commission for this additional authorization to their teaching credential.

**Analysis of Bill Provisions**

Assembly Bill 1710 would change the name of the California Mathematics Initiative for Teaching to the California Initiative for Teaching and would expand the program to include teachers of English language learners and science.

**Analysis of Fiscal Impact of Bill**

This bill expands the California Mathematics Initiative for Teaching to include teachers of science and English language learners. Because the effect would only be to add the additional types of teachers to the pool, it is not assumed to add an additional administrative burden.

**Analysis of Relevant Legislative Policies by the Commission**

The following Legislative policies may apply to this measure:

3. **The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.**
5. **The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.**

**Organizational Positions on the Bill**

None known on the current version of the bill.

**Reason for Suggested Position**

The Governor has proposed a similar bill to expand the English Development Professional Institutes to include training for teachers of grades 9-12 who teach English language learners and to create similar professional development institutes for the areas of English, Math, and Algebra.

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# California Commission on Teacher Credentialing

<b>Bill Number:</b>	<b>Senate Bill 2073</b>
<b>Authors:</b>	<b>Senator Richard Alarcón</b>
<b>Sponsor:</b>	<b>Los Angeles Unified School District United Teachers of Los Angeles</b>
<b>Subject of Bill:</b>	<b>Staff Development for Emergency Permit Teachers</b>
<b>Date Introduced:</b>	<b>February 25, 2000 Amended May 16, 2000</b>
<b>Status in Leg. Process:</b>	<b>Senate Appropriations Suspense File</b>
<b>Current CTC Position:</b>	<b>None</b>
<b>Recommended Position:</b>	<b>Seek Amendments</b>
<b>Date of Analysis:</b>	<b>May 23, 2000</b>
<b>Analyst:</b>	<b>Marilyn Errett and Linda Bond</b>

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## Summary of Current Law

Current law establishes the pre-Internship Teaching Program under which pre-intern teaching certificates replace certain emergency permits and school districts provide preparation, support, and assistance to teaching pre-interns. The California Commission on Teacher Credentialing is authorized to determine grant awards to school districts and to disburse funding for the Pre-Intern Program.

One of the criteria for the Pre-Intern Program is that preparation for basic teaching skills take place with a focus on beginning the preparation before or during the first semester of the pre-internship.

## Summary of Current Activity by the Commission

The Commission operates the program of grants for the Pre-Intern Program. The program is currently funded at \$11.8 million and serves 5,800 pre-interns in 199 school districts and 40 institutions of higher education. The program is geared toward supporting pre-interns with subject matter preparation as well as classroom management and teaching methodology. Pre-Interns who complete their subject matter requirement then move into an internship program.

## Analysis of Bill Provisions

Assembly Bill 2073 would allocate \$25 million to expand the Pre-Intern Program. In addition, it would specify that "preintern preparation content, including lesson planning, classroom management and organization, and a schedule for delivering the preparation, with a focus on beginning the preparation 30 days before or during the first semester of the preinternship."

## Analysis of Fiscal Impact of Bill

- The amended bill includes an allocation of \$25 million to expand the Pre-Intern Program. Because this would effectively triple the size of the program, additional program support is imperative.
- To effectively administer a program of this size, it's assumed that the Commission would need an additional Consultant, an AGPA, and an OT for clerical support.

The first year cost in support is \$217,000 with on going costs of \$196,000 per year.

The allocation in this version of the bill may be substantially reduced in future amendments because of this bill's relationship to SB 1505.

## Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy applies to this measure:

1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.
5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.
7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.

**Organizational Positions on the Bill**

None on the current version of the bill.

**Suggested Amendments**

Commission staff understands that the issue addressed by this measure is also under discussion with respect to the Governor's sponsored bill SB 1505 (Alarcon). Under discussion are issues concerning allocation amounts per intern and pre-intern as well as the possibility of combining the funding for both programs to provide flexibility in the overall number of awards depending on need and capacity.

Staff recommends the following amendments for clarification and administration purposes.

The bill would require that preparation focus on beginning 30 days before or during the first semester of the pre-internship.

Staff recommends the following language: *Preintern preparation content, including lesson planning, classroom management and organization, and a schedule for delivering the preparation, with a focus on beginning the preparation prior to or during the first 30 days of the first semester of the preinternship.*

Language to provide funding for the administration of the program.

**Reason for Suggested Position**

The current language would inadvertently restrict school districts from providing preparation more than 30 days before service begins.

If this program is substantially expanded, the Commission will need additional funding for administrative support.

For the above reasons, staff recommends a position of Seek Amendments.

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**Bill Analysis**  
**California Commission on Teacher Credentialing**

<b>Bill Number:</b>	<b>SB 1938</b>
<b>Authors:</b>	<b>Senator Jackie Speier</b>
<b>Sponsor:</b>	<b>Senator Jackie Speier</b>
<b>Subject of Bill:</b>	<b>Remediation of Reading Difficulties</b>
<b>Date Introduced:</b>	<b>February 24, 2000</b> <b>Amended May 16, 2000</b>
<b>Status in Leg. Process:</b>	<b>Senate Appropriations</b>
<b>Current CTC Position:</b>	<b>None</b>
<b>Recommended Position:</b>	<b>Seek Amendments</b>
<b>Date of Analysis:</b>	<b>May 19, 2000</b>

## Summary of Current Law

Current law authorizes the California Commission on Teacher Credentialing to set standards for, approve programs for, and issue the Reading and Language Arts Specialist Credential (24-30 semester units) and the new Reading Certificate (12-16 semester units). Current law also allows the Commission to issue a Restricted Specialist Teaching Credential in Reading to individuals who received the now extinct Miller-Unruh Reading Specialist Certificate (12 semester units and an exam) prior to the sunset date of the provision for that credential in 1987. These three specialist documents require a prerequisite basic teaching credential. To earn the Restricted Specialist Teaching Credential, individuals must hold the Miller-Unruh Reading Specialist Certificate, provide verification of experience, and apply to the Commission for the replacement Restricted Specialist Teaching Credential in Reading.

When the credential provisions of the Miller-Unruh Basic Reading Act sunsetted in 1987, the Commission lost its authority to issue Miller-Unruh Reading Specialist Certificates and holders of this certificate lost the authorization to teach based upon that certificate. (Thus the need for the Restricted Specialist Teaching Credential in Reading.) Funding for the Miller-Unruh grant program was continued. The grant program currently supports the services of 1,070 reading specialists in qualifying school districts and primarily targets students experiencing reading difficulties in grades K-6 with an emphasis on early intervention. The grant program is administered by the Department of Education.

## Summary of Current Activity by the Commission

The Commission has continuously issued Reading and Language Arts Specialist Credentials since 1970. In 1998, the Commission approved up-dated teacher education program standards for this credential. Reading and Language Arts Specialists are often employed in positions supported through the Miller-Unruh grant program. They are also employed in school districts to provide specialized services to students with reading difficulties, to offer instructional support to classroom teachers, to provide staff development in reading, and to offer district level in-put on the use and assessment of reading programs.

Because the Commission lost its authority to continue granting Miller-Unruh Reading Specialist Certificates, the Commission issued as many as three hundred waivers for the Reading and Language Arts Specialist Credential each year to enable school districts to continue offering services to struggling readers under the Miller-Unruh grant program. In 1996, the Commission sponsored SB 1568 (Dills) to create a new Reading Certificate. The Commission up-dated the teacher education program standards for the Reading and Language Arts Specialist Credentials; it also created teacher education program standards for the new Reading Certificate. The Reading Certificate standards form the first half of the program standards for the Reading and Language Arts Specialist Credential and include a clinical experience component. Currently, a panel of reading experts is working with Commission staff to approve new teacher education programs for the Reading Certificate and up-dated programs for the Reading and Language Arts Specialist Credential.

The Commission maintains the authority to issue the Restricted Specialist Teaching Credential in Reading for holders of the sunset Miller-Unruh Reading Specialist Certificate. This avenue was employed extensively by teachers in the late 1980s, however in the past several years, the Commission has issued no credentials under this option. The Commission does receive occasional inquiries about this option, therefore the Commission has kept this option open for prospective reading teachers.

## Analysis of Bill Provisions

Senate Bill 1938 is an urgency bill that resurrects the Miller-Unruh Act of 1965, extends the program statewide, and adds provisions for the assessment of K-2nd grade students who score below the 40th percentile on the reading portion of the Standardized Testing and Reporting Program (STAR).

Specifically SB 1938:

1. Sets employment criteria for specialists participating in the program and specifies that holders of a Reading Specialist Credential or a Restricted Specialist Teaching

Credential in Reading must provide verification of recent experience. It also sets employment criteria requiring a valid basic teaching credential and requires all prospective reading teachers to provide to their school district verification of coursework as specified under the old Miller-Unruh Act.

2. Reinstates the Miller-Unruh Reading Specialist Certificate.
3. Removes the sunset date on the provision mandating that the Commission accept coursework in four key areas of reading and mandates that the Commission select an appropriate exam for individuals who have completed the coursework.
4. Expands the grant program for school districts to serve struggling readers by creating an early intervention program statewide.
5. Requires that reading specialists "screen all pupils scoring below the 40th percentile on the reading portion of the statewide examination administered pursuant to Section 60640 (STAR) for learning disabilities."
6. Specifies caseload in accordance with the Miller-Unruh Act.
7. Appropriates an unspecified amount of money to support expanded early intervention programs.
8. Mandates that local in-service training programs for regular education teachers and special education teachers in school districts, special education local plan areas, and county offices of education include a component on the recognition of, and teaching strategies for, specific learning disabilities, including dyslexia and related disorders.

### **Analysis of Fiscal Impact**

The portion of the bill that would have a fiscal effect on the Commission is the section mandating the Commission accept coursework on a direct basis in four key areas of reading and select an appropriate exam for individuals who completed course-work.

Currently, the Commission recognizes no exam for a Reading Specialist. If this bill were enacted one would most likely need to be developed. The only fiscal benchmark we have to determine equivalent cost for test development is the RICA. The costs for the development of the written portion of the RICA were approximately \$800,000. This does not include the potential of ongoing staff support or other operating expenses for another examination. If this were on the scale and complexity of RICA, there exists the potential of an additional \$200,000 per year in support costs.

### **Analysis of Relevant Legislative Policies by the Commission**

The following Legislative policy applies to this measure:

1. **The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**
4. **The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates, and opposes legislation which would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.**
5. **The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.**

### **Organizational Positions on the Bill**

None currently indicated on this version of the bill.

### **Suggested Amendments**

1. In outlining employment criteria, the bill should specify credential authorizations rather than specific credentials, for example:

*Holder of a credential or certificate authorizing specialized instruction in reading.*



2. Delete references to employment criteria for coursework.
3. Delete language restoring the old Miller-Unruh Reading Specialist Certificate.
4. Language to provide funding for the Commission to implement the provisions of this measure.

### Reason for Suggested Amendments

1. Staff has found that specifying the authorization of credentials rather than listing specific titles ensures that certain credentials or certificates are not inadvertently left out. For example, the current wording of the bill does not include the new Reading Certificate.
2. The need to specify coursework as an employment criteria is redundant since the specialist must hold a credential or certificate.
3. The Commission's new Reading Certificate was intended to replace the old Miller-Unruh Specialist Reading Certificate. The new certificate is carefully aligned with the California Reading Initiative and is based on specified coursework areas, program standards, and a stringent program approval procedure. It would be difficult for the Commission to find an "off-the-shelf" reading specialist exam that aligns with the California Reading Initiative. It is possible that the Commission would need to develop an exam without funding.
4. Reading specialists are well versed in assessment, diagnosis, and intervention strategies for students with specific reading difficulties. While it is true that many reading difficulties stem from learning disabilities, the diagnosis of learning disabilities is an area that crosses over into special education. Placing the burden of screening decisions solely on reading specialists may be inappropriate and lead to legal challenges.
5. The Commission would need new resources to meet the requirements of this measure.

For the above reasons, staff recommends a position of **Seek Amendments**.



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## California Commission on Teacher Credentialing

**Meeting of:**

June 7-8, 2000

**Agenda Item Number:**

PREP-1

**Committee:**

Preparation Standards

**Title:**

Approval of Subject Matter Programs Submitted by Colleges and Universities

✓ Action

**Prepared by:**Lawrence W. Birch, Ed.D., Administrator  
Professional Services Division

### Approval of Subject Matter Preparation Programs by Colleges and Universities and Award of Blended Program Grant

Professional Services Division  
May 22, 2000**Executive Summary**

This item contains a listing of subject matter programs recommended for approval by the appropriate review panels, according to procedures adopted by the Commission. Also included is a recommendation for the approval of Designated Subjects program and the award of a planning grant for a blended program of undergraduate teacher preparation.

**Fiscal Impact Summary**

The Professional Services Division is responsible for reviewing proposed preparation programs, consulting with external reviewers, as needed, and communicating with institutions and local education agencies about their program proposals. The Commission budget supports the costs of these activities. No augmentation of the budget will be needed for continuation of the program review and approval activities.

**Recommendation**

That the Commission approve the subject matter preparation programs recommended in this item, approve the Designated Subjects program recommended, and award the planning grant recommended.

**Background**

Subject Matter Program Review Panels are responsible for the review of proposed subject

matter preparation programs. This item contains a listing of subject matter programs recommended for approval since the last Commission meeting by the appropriate review panels, according to procedures adopted by the Commission. Designated Subjects programs are reviewed by Commission staff prior to being recommended for Commission approval. Planning grants for Blended Programs of Undergraduate Preparation are reviewed by a panel of readers before being recommended for award.

#### **A. Summary Information on Single Subject Matter Preparation Programs Awaiting Commission Approval**

For the following proposed preparation programs, each institution has responded fully to the Commission's standards and preconditions for subject matter preparation for Single Subject Teaching Credentials. The programs have been reviewed thoroughly by the Commission's Subject Matter Program Review Panels, and have met all applicable standards and preconditions established by the Commission and are recommended for approval by that panel.

#### **Recommendation**

That the Commission approve the following programs of subject matter preparation for Single Subject Teaching Credentials.

Languages Other Than English

- California State University, Northridge (Spanish)

Physical Education

- Vanguard University

#### **B. Summary Information on Designated Subjects Program Awaiting Commission Approval**

For the following proposed personalized preparation program, the institution has responded fully to the Commission's standards and preconditions for the Designated Subjects, Special Subjects Teaching Credential. The program has been reviewed thoroughly by Commission staff, and has met all applicable standards and preconditions established by the Commission.

#### **Recommendation**

That the Commission approve the following program of personalized preparation for the

Designated Subjects, Special Subjects Teaching Credential

CSU, San Bernardino

#### **C. Summary Information on Blended Program Grant Award Recommendation**

At its regularly scheduled meeting of May 4, 2000, the Commission approved authorizing the Executive Director to award nine new planning grant awards for developing Blended Programs of Undergraduate Teacher Preparation. These new awards will be funded entirely from the state's Title II Teacher Quality Enhancement Grant Program. An additional application has been received and reviewed by the readers. The institution filed a notice of intent on schedule, but later asked for a two-week extension for submitting the actual proposal. This extension was granted and the proposal was submitted according to the revised timeline. The award of a grant is being recommended.

#### **Recommendation**

That the Commission authorize the Executive Director to award this additional planning grant to the University of California, Riverside, pending receipt of requested clarifications. The funds will come entirely from the state's Title II Teacher Quality Enhancement Grant Program.

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## California Commission on Teacher Credentialing

**Meeting of:**

June 7-8, 2000

**Agenda Item Number:**

PREP-2

**Committee:**

Preparation Standards

**Title:**

Recommended Award of Grants Pursuant to AB 496

✓ Action

**Prepared by:**Jim Alford, Assistant Consultant  
Professional Services Division

### Report on First-Year Implementation of the California Mathematics Initiative and Second-Year Selection of Local Programs to Support Teachers Completing Coursework Toward Certification to Teach Mathematics Pursuant to AB 496

Professional Services Division  
May 19, 2000

#### Executive Summary

In response to a report published by the Commission in 1997, entitled *Recruitment and Preparation of Teachers for Mathematics Instruction: Issues of Quantity and Quality in California*, the Commission successfully sponsored Assembly Bill 496, resulting in the establishment of the California Mathematics Initiative for Teaching. This statute authorizes the Commission to fund local education agencies (LEA's) to provide forgivable loans to individuals pursuing certification to teach mathematics.

Pursuant to AB 496 (E.C. §44400 - 44405) the Commission awards funds to programs submitting successful proposals to support teachers pursuing either full authorizations or supplementary authorizations in mathematics. Teachers are eligible to receive funding for a maximum of four consecutive years and a total amount not to exceed \$7,500. Funds received are considered a loan, forgivable through service as a mathematics teacher in the LEA through which the funds were received. For each year of service, once certified to teach math, \$2,500 of the loan amount is forgiven.

Another component of this legislation required the Commission to establish standards for awarding supplementary authorizations, including those in mathematics, while maintaining the "unit and coursework" route that currently exists for earning a supplementary authorization in mathematics. Standards for a supplementary authorization in mathematics were developed in 1999 and adopted by the Commission in March 2000.

This item provides information on the status of the California Mathematics Initiative for Teaching after its first year of implementation and presents for approval the recommendations of the AB 496 proposal review team for funding new proposed programs in 2000-2001.

#### **Policy Issues to be Resolved**

Should the Commission approve recommendations of the AB 496 proposal review team for funding new proposed programs in 2000-2001?

#### **Fiscal Impact Summary**

AB 496 appropriated a total of \$1.58 million to fund the grant and loan forgiveness program and administrative costs to the Commission.

#### **Staff Recommendation**

Staff recommends that the Commission approve the attached list of recommended recipients of AB 496 grants for 2000-2001 and that funds be disseminated to these recipients to establish their loan forgiveness programs.

### **Background**

The California Mathematics Initiative for Teaching has been established to respond to the current shortage of teachers who are competent and certificated to teach mathematics in California's public schools. The Initiative provides financial assistance to teachers meeting state teacher preparation standards for authorizations in mathematics through a forgivable loan program administered by local education agencies and the Commission. AB 496, which established the Initiative, authorizes the Commission to develop criteria for funding local education agencies proposing to administer the program locally and to select grantees based on those criteria. AB 496 also directs the Commission to establish standards for awarding supplementary authorizations in addition to the "unit and coursework" route previously established in regulations. This item provides a report on the status of these activities to date, and provides recommendations for the award of grants to new proposed programs in 2000-2001.

### **First Year Activities - Loan Forgiveness Program**

Fiscal year 1999-2000 was the first year of implementation of the Initiative. In March of 1999, the Commission released a request for proposals for funding to develop loan forgiveness programs locally. Based on a review of the proposals submitted, staff recommended approval of thirteen local education agencies to receive grants and initiate local programs. Collectively these programs proposed to provide forgivable loans to 431 teachers. Total funds awarded to these programs were \$848,637. Year-end reporting information indicated that only 27 teachers participated in these programs, far short of the 431 teachers proposed to be served.

Given that the original thirteen programs proposed serving teachers at a rate that would exhaust only 57% of the funds available, and that in those programs only six percent of the number of teachers proposed were actually served, staff took measures to expand the pool of teachers that could be served by AB 496 funds. The request for proposals for the 2000-2001 funding year has established that after serving the teachers identified as priorities for service by the statute, programs proposing to serve interns, pre-interns and emergency permit holders who are pursuing mathematics certification may be considered. Staff anticipates that there are significant numbers of individuals from these new groups that would benefit from the funding available through the initiative. While there was significant initial interest in the new Request for Proposals (16 agencies indicated an intent to submit proposals) only five proposals were submitted. Full funding of these proposals will not exhaust the funds currently available through AB 496. Staff contacted local education agencies who had indicated an intent to submit proposals but who did not submit proposals to determine why they elected not to apply for funding. Reasons given included:

- The local agency does not have sufficient administrative staff time to undertake an additional program, or administrative responsibilities created by establishing the program were seen to outweigh benefits of the program;
- Costs of administering the program would be substantially higher than the limit on funding for administrative costs established in the statute (6.5% of the total funding

amount);

- Upon further investigation, the local agency found that the interest level of potential candidates was less than anticipated, and the number of teachers interested did not justify establishing a program locally.

## **First Year Activities - Development of Standards for Supplementary Authorization in Mathematics**

AB 496 requires the Commission to establish standards for the award of supplementary authorizations and to establish a standards-based route to meet requirements for the supplementary authorization through highly intensive professional development programs offered by local education agencies or institutions of higher education. (One resource for such programs offered by local education agencies would be the California Mathematics Project.) In 1999, the Commission created an advisory panel of K-12 practitioners, university mathematics instructors and other experts to develop a set of draft standards for a supplementary authorization in mathematics. In December, 1999, the Commission reviewed a draft of these standards and authorized their release for public comment and professional advice. The draft standards were distributed that same month to approximately 1,000 practicing teachers, teacher educators and educational leaders throughout California, inviting their input. Based on this public input, the advisory panel reviewed each draft standard, rationale and factor and made several amendments. The amended standards were presented to the Commission for adoption at the March, 2000 Commission meeting. The standards were adopted at that time and distributed the following month to California colleges, universities, school districts, county offices of education, professional organizations and subject matter programs. Institutions were informed that they may submit proposed programs for approval on or after July 1, 2000. Commission staff is currently developing the process by which these proposals will be reviewed, with substantial input from members of the Supplementary Authorization Advisory Panel.

## **Current Activities - Loan Forgiveness Program**

Staff distributed a "Request for Proposals for State Grants to Prepare Teachers of Mathematics" in February 2000 to the superintendents of all California county offices of education and school districts, and to California Mathematics Project Directors. The RFP included criteria for evaluation of the proposals. These criteria included:

- demonstrated need for the program;
- a comprehensive, multi-faceted plan to address the shortage of qualified mathematics teachers;
- selection criteria for participants that result in the preparation of teachers for the authorization level for which there is the highest need;
- a program design that results in the preparation of teachers to fill the areas of highest need;
- demonstration of cost-effectiveness in the program design; and,
- evidence of collaboration with institutions of higher education and other cooperating agencies.

The deadline for submission of proposals was April 28, 2000. Five proposals were received.

A proposal review team was formed, comprised of two K-12 mathematics teachers, two university mathematics professors, and two Commission staff members. Each proposal was read and analyzed by three members of the review team. Proposals were scored according to the criteria noted, strengths and weaknesses were noted, clarifying questions for each proposal were developed, and the team made one of the following recommendations for each proposal:

- fund the program as submitted
- fund the program if noted concerns are addressed
- do not fund the program

All five programs were recommended by the review team to be funded if noted concerns were addressed. Based on an agreement by each proposing agency to address the concerns noted, staff recommends that the Commission approve the following list of recommended recipients of AB 496 grants for 2000-2001 and that funds be disseminated to these recipients to establish their loan forgiveness programs.

## **Recommended Recipients of AB 496 Grants for 2000-2001:**

## **Future Activities - Loan Forgiveness Program**

Staff continues to have concerns that the number and size of program proposals are not large enough to exhaust the funding available through this initiative. While expanding the pool of qualified program candidates to include interns, pre-interns, and emergency permit holders may over time lead a sufficient number of local education agencies to apply for grants to exhaust available funding, response to the recent RFP did not achieve this goal. The development of local subject matter programs based on the new standards for supplementary authorizations, either through the California Mathematics Project or through other resources, may also increase the number of applicants for these funds over time. These developments still may not produce a sufficient number of participants to maximize the potential benefits of this program. Staff has identified two possible actions to address this concern. The first would be to allow additional time for agencies to respond to the availability of funding to serve interns, pre-interns and emergency permit holders. This could be aided by a re-distribution of the recent RFP with a new proposal submission deadline, perhaps including a direct mailing of the RFP to intern and pre-intern program directors. The second option would be to seek changes to the statute to make the program more appealing to local education agencies. One such change could increase funding for local administrative costs. Other changes could include changing the design of the program from a loan forgiveness program to a direct grant program; expanding the scope of the program to allow for the recruitment of participants in other high need areas; and allowing post secondary institutions to participate in the program. For more information, staff could form a group of interested parties from the field to discuss potential changes that would make the program more viable locally.



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## California Commission on Teacher Credentialing

**Meeting of:**

June 7-8, 2000

**Agenda Item Number:**

PREP-3

**Committee:**

Preparation Standards

**Title:**

Recommended Award of Grants Pursuant to AB 496

✓ Action

**Prepared by:**Marilyn Fairgood, Consultant  
Professional Services Division

### RECOMMENDED AWARD OF GRANTS FOR THE CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM

**Professional Services Division  
May 19, 2000****Executive Summary**

The California Commission on Teacher Credentialing is responsible for awarding grants for participation in the California School Paraprofessional Teacher Training Program. This year \$11.478 million is available to districts and county offices of education to assist in meeting their needs for teachers through training of school paraprofessionals to become credentialed teachers for California public schools. This agenda item provides information on the proposals submitted for participation in the expansion of the program and the funding recommendations made by the proposal review panel.

**Relationship to the Commission's Strategic Goals and Objectives**

Goal 5: Improve the Commission's communication with its stakeholders.

Goal 6: Work with schools of education, the Department of Education, and school districts to assure quality teachers

**Policy Issue to be Resolved**

Should the Commission approve funding for the new California School Paraprofessional Teacher Training Programs as recommended by the proposal review panel?

**Fiscal Impact Statement**

If the grants are awarded, the costs to administer the grant program are supported by the base budget of the Professional Services Division.

### **Recommendation**

Based upon the thoroughness of the review process completed by the proposal review panel, staff recommends that the Commission authorize award of California School Paraprofessional Teacher Training Program grants as proposed by the panel.

### **Background Information**

The California School Paraprofessional Teacher Training Program (PTTP) was initially established by legislation authored by Senator David Roberti (SB 1636) in 1990. With the signature of Governor George Deukmejian, SB 1636 became Chapter 1444 of the Statutes of 1990. Follow-up legislation (Chapter 1220, Statutes of 1991) required that the program focus on the recruitment of paraprofessionals who specialize as bilingual and special education teachers.

Funding for the program was included in the State Budget for the first time in 1994. The 1994-95 budget contained \$1.478 million in local assistance funds for implementation of 13 local programs. The core of the program consists of academic scholarships to defray the costs of tuition, books and fees for paraprofessionals who complete college and university coursework to meet teacher certification standards by earning college degrees and teaching credentials. The Commission has provided continued funding for the 13 programs since January 1995.

Initial legislation authorized the participation of campuses of the California Community Colleges and the California State University as eligible partners in the program with the local education agency (LEA) serving as the lead agency. No annual maximum expenditure allotment per participant was included in the initial legislation.

In 1997, policymakers approved Assembly Bill 352 and 353 (Scott, Wildman, et al) and re-authorized the program under the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997(Education Code Sections §44390-§44393), Chapters 737 and 831, Statutes of 1997. The Act mandated that as of January 1, 1998 the program must recruit a minimum of 600 candidates from among 24 school districts or county offices of education. No funding, however, was provided in 1997 to expand the program as required. In addition to other changes, the 1997 legislation authorized the participation of not only the California Community Colleges and the California State University, but allowed for participation of University of California and private/independent colleges and universities with approved teacher preparation programs. The legislation also includes a \$3000 per year maximum expenditure allotment per participant. As with the original legislation, there is no local matching funds requirement.

In January 1999, Governor Gray Davis identified the California School Paraprofessional Teacher Training Program as an important element of his education initiative, Enhancing Professional Quality. Because Governor Davis believes strongly in the value of paraprofessionals and supports the establishment of meaningful paraprofessional career ladders which lead to both enhanced responsibilities for paraprofessionals and teacher certification, Governor Davis authorized an additional \$10 million for program expansion in the 1999-2000 State Budget. Within the past year, funding for the PTTP has increased from \$1.478 million dollars to \$11.478 million.

### **STATUTORY PURPOSES OF THE PTTP**

The primary purpose of the California School Paraprofessional Teacher Training Program is to create local career ladders that enable school paraprofessionals to become certificated classroom teachers. In return each participant must make a commitment that he or she will complete one school year of classroom instruction in the district or county office education for each year that he or she receives assistance for tuition, fees, books, and of other costs received under the program.

Additionally, the program was created to respond to teacher shortages, improve the instructional services that are provided by school paraprofessionals, diversify the teaching profession, and establish innovative models for teacher education. Education Code Section §44392 defines school paraprofessionals as the following job classifications:

educational aide, special education aide, special education assistant, teacher associate, teacher assistant, teacher aide, pupil service aide, library aide, child development aide, child development assistant, and physical education aide

## **EXISTING PROGRAMS**

The California School Paraprofessional Teacher Training Program became fully operational in January 1995 and currently supports 13 program sites that serve 522 participants and includes the participation of 13 California Community Colleges and 14 California State University campuses. These 13 programs have proven to be fiscally prudent and managed to provide participants' full tuition, book costs and other institutional fees for less than \$3000 per participant per year. Included in this figure are additional support services provided by the districts such as tutorial support, childcare, CBEST, MSAT and RICA preparation. The existing programs are:

Anaheim Union High School District	Los Angeles Unified School District
Azusa Unified School District	Merced Area Consortium
Chula Vista Elementary School District	Oakland Unified School District
Clovis/Fresno Unified School Districts	San Francisco Unified School District
Glendale Unified School District	San Jose Unified School District
Lodi Unified School District	Stockton Unified School District
Ventura County Superintendent of Schools Office	

A review of the 1999-2000 Annual Reports indicates that the program has produced an additional 58 graduates. This brings to 253 the total number of fully-certificated classroom teachers produced thus far by the program. It is anticipated that the remaining 522 participants will attain full certification by 2003.

## **FUNDING PROCEDURES**

The California School Paraprofessional Teacher Training Program is a state-funded program which offers grants that are administered by a local education agency in collaboration with a campus of the California Community Colleges and/or a campus of the California State University, University of California or private/independent college or university. Once an individual is selected for participation in the program he/she is allowed a maximum of \$3000 per year for tuition, other institutional fees and book costs.

Education Code Section §44393(b) requires that the Commission on Teacher Credentialing, in consultation with the Chancellors of the California Community Colleges, California State University, private institutions of higher education that offer accredited teacher training programs, the President of the University of California, and representatives of certificated and classified employee organizations to select 24 or more school districts or county offices of education to participate in the program.

Following notification of the appropriation of the \$10 million augmentation, staff began laying the groundwork for program expansion. On August 16, 1999, the Executive Director of the Commission issued a Request for Proposals (RFP) which invited all district and county superintendents to compete for participation in the newly expanded program. Interested school districts and county offices had until October 15, 1999 to respond to the RFP. Meanwhile, staff held bidder's conferences in Northern and Southern California and selected and trained individuals to conduct the proposal review process.

## **THE PTPP EXPANSION REVIEW PANEL**

On November 2-3 1999 a panel of experts, comprised of individuals representing those agencies identified in law, met to review the proposals submitted and to make a funding recommendation for each. Individuals selected to serve on the panel possess extensive experience in the development and administration of successful career ladder programs. The list of panel members and their affiliation is included below.

## **PARAPROFESSIONAL TEACHER TRAINING PROGRAM EXPANSION PROPOSAL READERS**

Michael Downey, Teacher  
California Teachers Association  
Arroyo Grande

George Datz, Administrator  
Special Projects  
California School Employees Association

Harriett Arnold, Professor  
School of Education  
University of the Pacific

David Simmons, Consulting Teacher  
Ventura County Superintendent of Schools  
Office

Sher Weahunt, Specialist  
Teaching Training and Development  
Chancellor's Office  
California Community Colleges

Jay Yarnell, Facillitator  
Paraeducator Career Ladder  
Los Angeles Unified School District

Pam Bailis  
U. C. Berkeley Center Extension  
University of California

Roberta Zadow, Coordinator  
Paraprofessional Teacher Training Program  
San Francisco Unified School District  
California Federation of Teachers

Cynthia Hutten, Project Specialist  
Paraeducator Partnership Program  
California State University, Long Beach

Phyllis Jacobson, Former Director  
Paraprofessional Teacher Training Program  
Lodi Unified School District

Steve Brandick, Dirctor  
Paraprofessional Teacher Training  
Program  
Los Angeles Unified School District

## FUNDING CRITERIA

Education Code Sections §44393 identifies the criteria for funding of Paraprofessional Teacher Training Programs. Proposals to be recommended for funding based upon the following criteria.

1. Responsiveness to issues identified in the RFP;
2. Organized cohorts that are responsive to legislative priorities (bilingual cross cultural teachers, multiple subjects teachers for any of grades K-3 inclusive, special education teachers, and other local needs);
3. Support provided for participating paraprofessionals;
4. Collaboration and articulation between LEAs and IHEs;
5. Career ladder in place or under development;
6. Well conceived multi-year plan to support paraprofessionals through the process;
7. Sufficient project staffing; and
8. Cost effectiveness.

A total of 35 proposal were received by the October 15, 1999 submission deadline. Proposals were received from the following LEAs.

SCHOOL DISTRICTS
Anaheim Union High School District/Anaheim City School District
Antelope Valley Union High School District
Azusa Unified School District
Bellflower Unified School District/ ABC Unified School District
Capistrano Unified School District
Chula Vista Elementary School District
Clovis USD/Fresno USD
Earlimart Elementary School District
East Side Union High School District
Glendale Unified School District
Hayward Unified School District
Keppel Union Elementary School District
Lennox Elementary School District
Lodi Unified School District
Long Beach Unified School District
Los Angeles Unified School District
Merced City Elementary School District
Napa Valley Unified School District

Natomas Unified School District /North Sacramento Elementary School District Oceanside Unified School District Ontario-Montclair School District Palmdale Elementary School District Riverside Unified School District San Francisco Unified School District Sanger Unified School District San Jose Unified School District Stockton Unified School District Sweetwater Union High School District West Contra Costa Unified School District
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<b>COUNTY OFFICES OF EDUCATION</b>
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Fresno County Office of Education Kings County Office of Education Monterey County Office of Education Orange County Department of Education Riverside County Office of Education Ventura County Superintendent of Schools
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During the two-day review process the panel recommended that 31 of the 35 proposals submitted be funded only if questions were answered and issues and concerns identified by the panel were addressed. A letter which included a summary of the panel's concerns as well as their questions was mailed to each LEA in December 1999. The LEAs were asked to respond by January 31, 2000. All LEAs fully responded by the January 31, 2000 date.

The panel determined that four of the proposals submitted demonstrated a poor understanding of the resources needed to effectively administer a local program. Following review of these four proposals the panel made a funding recommendation of "Do not fund" for each.

In order to support as many paraprofessionals as feasible through the program, staff contacted each of these LEAs and provided technical assistance and support. Of the four, two determined they did not have sufficient human resources to support the effort at this time. One LEA did not respond to our offer of support. One program, however, not only accepted our support but fully answered all questions and addressed all issues and concerns expressed by the panel. This program (Orange County Department of Education) is now being recommended for funding.

## DEVELOPMENT OF CAREER LADDERS

Education Code Section 44393(b)6 requires that participating LEAs have a career ladder in place or that a career ladder is under development. The career ladder, leading from entry-level paraprofessional to entry-teacher, must be negotiated with the classified employees union and approved by the board. Most districts submitting proposals had no career ladder in place; however, staff was informed that the possibility of participating in this program served as the impetus to initiate discussions between district administrators and union officials regarding development of local career ladders.

For those Consortia that did not have one career ladder model in place for all participating districts a separate ladder had be to negotiated for each district. To meet this requirement LEAs needed additional time to complete this process. LEAs were given until April 30, 2000 to 1) supply Commission staff with the names and social security numbers of all prospective participants, 2) present verification that a fully-negotiated career ladder is in place and 3) submit copies of Memorandums of Understanding between the LEA and each postsecondary institution. All LEAs, with the exception of East Side Union High School District, met the April 30, 2000 timeline. Administrators in the East Side Union understand that there are several serious issues they cannot address at this time and realize that they will not be a part of the program during this year. They thanked the Commission for the opportunity to participate in the process and expressed their desire to participate at a later date.

## PROPOSALS RECOMMENDED FOR FUNDING

It should be noted that of the 31 proposals recommended for funding the panel expressed concern regarding the administrative costs identified in the budgets submitted for the Fresno County Office of Education, Earlimart and Sanger School Districts. Given how geographically

close these districts are to each other the panel recommended that these LEAs form a consortium with Fresno County serving as the lead agency. This recommendation was accepted and a consortium was formed by the January 31, 2000 timeline. The LEAs and their recommended funding levels are included below.

NAME	PROPOSED NUMBER OF PARTICIPANTS	RECOMMENDED FUNDING AMOUNT
Anaheim Union /Anaheim City School Districts	60	\$180,000
Antelope Valley Union High School Districts	50	\$150,000
Azusa Unified	30	\$90,000
Bellflower / ABC Unified	20	\$60,000
Chula Vista Elementary	30	\$90,000
Clovis /Fresno USD	105	\$315,000
Glendale Unified	30	\$90,000
Hayward Unified	30	\$90,000
Lennox Elementary	20	\$60,000
Lodi Unified	40	\$120,000
Long Beach Unified	30	\$90,000
Los Angeles Unified	630	\$1,890,000
Merced City	160	\$480,000
Napa Valley Unified	30	\$90,000
Oceanside Unified	20	\$60,000
Ontario-Montclair	70	\$210,000
Palmdale Elementary	73	\$219,000
Riverside Unified	50	\$150,000
San Francisco Unified	75	\$225,000
San Jose Unified	100	\$300,000
Stockton Unified	55	\$165,000
Sweetwater Union High	20	\$60,000
West Contra Costa Unified	40	\$120,000
Fresno COE	125	\$375,000
Kings COE	100	\$300,000
Monterey COE	90	\$270,000
Orange CDOE	90	\$270,000
Riverside COE	45	\$135,000
Ventura CSSO	200	\$600,000
<b>Total:</b>	<b>2418</b>	<b>\$7,254,000</b>

## THE YEAR 2000 PTTP

If the Commission accepts the funding recommendations made by the review panel, the California School Paraprofessional Teacher Training Program Expansion Year One will include not only the existing 13 programs identified on the fourth page of this agenda item,

but the 29 programs listed in the table included on the previous page. This brings to 2,940 the total number of program participants to be prepared as fully-certificated teachers for service in 65 California public school districts/county offices of education. A listing of existing program participants and proposed programs is included on the following pages.

**California School Paraprofessional Teacher Training Program  
Local Education Agency, California Community College and  
California State University Program Participants  
Fall 1999**

<b>Program Sites</b>	<b>Participating Local Education Agencies</b>	<b>Participating Campus of the California Community College</b>	<b>Participating Campus of the California State University</b>
The Anaheim Program	Anaheim City School District  Centralia School District  Cypress School District  Magnolia School District	Cypress Community College	California State University, Long Beach
The Azusa Program	Azusa Unified School District  Charter Oak School District	Citrus Community College	California State University, Los Angeles
The Chula Vista Program	Chula Vista Elementary School District	Southwestern Community College	San Diego State University
The Clovis/Fresno Program	Clovis Unified School District  Fresno Unified School District	Fresno City College	California State University, Fresno
The Glendale Program	Glendale Unified School District	None	California State University, Los Angeles
The Lodi/Redding Program	Lodi Unified School District  New Hope Elementary School District  Galt Joint Union School District  Enterprise School District  Shasta County Office of Education	San Joaquin Delta Community College  Shasta Community College	California State University, Stanislaus  California State University, Chico
The Los Angeles Program	Los Angeles Unified School District	None	California State University, Dominguez Hills

**Local Education Agency, California Community College and  
California State University Program Participants  
Fall 1999**

<b>Program Sites</b>	<b>Participating Local Education Agencies</b>	<b>Participating Campus of the California Community College</b>	<b>Participating Campus of the California State University</b>
The Merced Program	Merced City School District  Atwater Elementary School District  Livingston Union School District  Planada Elementary School District  Weaver Elementary School District  Winton Elementary School District	Merced Community College	California State University, Stanislaus
The Oakland Program	Oakland Unified School District	Laney Community College	California State University, Hayward
The San Francisco Program	San Francisco Unified School District	San Francisco City College	San Francisco State University
The San Jose Program	San Jose Unified School District	San Jose City Community College	San Jose State University
The Stockton Program	Stockton Unified School District	San Joaquin Delta Community College	California State University, Stanislaus
The Ventura County Program	Hueneme School District  Ventura Unified School District  Oxnard Elementary School District  Rio School District	Ventura Community College  Oxnard Community College  Moorpark Community College	California State University, Northridge (Ventura Campus)

**California School Paraprofessional Teacher Training Program  
Local Education Agency, California Community College,  
Senior College/University Program Participants  
Spring 2000  
School Districts/Consortia**

<b>Program Sites</b>	<b>Participating Local Education Agencies</b>	<b>Participating Campus of the California Community College</b>	<b>Participating Senior Colleges/Universities</b>
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The Anaheim Program	Anaheim Union High School District	North Orange County Community College	California State University, Fullerton
	Anaheim City	Fullerton Community College	
		Cypress Community College	
The Antelope Program	Antelope Valley Union High School District	Antelope Valley College	California State University, Bakersfield
The Azusa Program	Azusa Unified School District	Citrus Community College	California State University, Los Angeles
The Bellflower/ABC Program	Bellflower Unified School District	Cerritos Community College	California State University, Long Beach
	ABC Unified School District		
The Chula Vista Program	Chula Vista Elementary School District	Southwestern Community College	San Diego State University
The Clovis/Fresno Program	Clovis Unified School District	State Center Community College	California State University, Fresno
	Fresno Unified School District		
The East Side Program	East Side Union High School District		San Jose State University
The Glendale Program	Glendale Unified School District		California State University, Los Angeles
The Hayward Program	Hayward Unified School District	Chabot Community College	California State University, Hayward
The Lennox Program	Lennox Unified School District	El Camino College	California State University, Dominguez Hills
The Lodi Program	Lodi Unified School District	San Joaquin Delta College	California State University, Stanislaus
	San Joaquin County Office of Education		
The Long Beach Program	Long Beach Unified School District	Long Beach City College	California State University, Long Beach
			California State University, Doniniquez Hills
The Los Angeles Program	Los Angeles Unified School District	Los Angeles Valley College	California State University, Northridge
		Los Angeles Community College	California State University, Dominguez Hills
		West Los Angeles College	California State University, Los Angeles

The Merced Program	Merced City School District	Merced Community College	California State University, Stanislaus
	Alview-Dairyland Union School District		
	Atwater Elementary School District		
	Chowchilla Elementary School District		
	Delhi Unified School District		
	Dos Polos-Oro Loma Joint Unified School District		
	Hilmar Unified School District		
	LeGrand Elementary School District		
	Livingston Unified School District		
	Planada Elementary School District		
	Winton Elementary School District		
	Merced County Office of Education		
The Napa Program	Napa Valley Unified School District	Napa Valley College	Pacific Union College Chapman University

**California School Paraprofessional Teacher Training Program**  
**Local Education Agency, California Community College,**  
**Senior College/University Program Participants**  
**Spring 2000**  
**School Districts/Consortia**

Program Sites	Participating Local Education Agencies	Participating Campus of the California Community College	Participating Senior Colleges/Universities
The Oceanside Program	Oceanside Unified School District	Mira Costa Community College	California State University, San Marcos
The Ontario-Montclair Program	Ontario-Montclair School District	Mt. San Antonio College	California State Polytechnic University, Pomona  University of Redlands  Azusa Pacific University

The Palmdale Program	Palmdale School District		California State University, Bakersfield
The Riverside Program	Riverside Unified School District	Riverside Community College	San Bernardino University  University California, Riverside
The San Francisco Program	San Francisco Unified School District	City College of San Francisco	San Francisco State University
The San Jose Program	San Jose Unified School District	San Jose City College	San Jose State University
The Stockton Program	Stockton Unified School District	San Joaquin Delta College	California State University, Stanislaus
The Sweetwater Program	Sweetwater Union High School District	Southwestern Community College	San Diego State University
The West Contra Costa Program	West Contra Costa Unified School District	Contra Costa College	California State University, Hayward

**California School Paraprofessional Teacher Training Program**  
**Local Education Agency, California Community College,**  
**Senior College/University Program Participants**  
**Spring 2000**  
**County Offices of Education/Consortia**

<b>Program Sites</b>	<b>Participating Local Education Agencies</b>	<b>Participating Campus of the California Community College</b>	<b>Participating Senior College/Universities</b>
The Fresno County Office of Education Program	Earlimart Unified School District  Sanger Unified School District  Fresno County Office of Education	State Center Community College  College of the Sequoias	California State University, Fresno
The Kings County Office of Education Program	Kings County Office of Education	West Hills College	California State University, Fresno
The Monterey County Office of Education Program	Alisal Unified School District  Greenfield Unified School District  Hollister School District  King City Union School District  King City-Joint Union School District	Monterey Peninsula College  Hartnell College	California State University, Monterey Bay

	<p>North Monterey County Unified</p> <p>School District</p> <p>Salinas City School District</p> <p>Salinas Union High School District</p> <p>San Lucas School District</p> <p>Soledad Unified School District</p>		
The Orange County Office of Education Program	<p>Santa Ana Unified School District</p> <p>Orange Unified School District</p> <p>Garden Grove Unified School District</p> <p>Magnolia School District</p> <p>Brea-Olinda Unified School District</p> <p>Newport-Mesa Unified School District</p> <p>Cypress School District</p>	<p>Santa Ana Community College</p> <p>Irvine Valley Community College</p>	<p>California State University, Fullerton</p> <p>California State University, Long Beach</p>
The Riverside County Office of Education Program	Riverside County Office of Education	<p>Desert Community College</p> <p>Riverside Community College</p>	California State University, San Bernardino
The Ventura County Superintendent of Schools Program	<p>Conejo Valley Unified School District</p> <p>Filmore Unified School District</p> <p>Hueneme Elementary School District</p> <p>Moorpark Unified School District</p> <p>Ocern View Elementary School District</p> <p>Ojai Unified</p>	Ventura Community College	California State University, Channel Islands

	School District		
	Oxnard Elementary School District		
	Oxnard High School District		
	Pleasant Valley Elementary School District		
	Rio Elementary School District		
	Santa Paula Elementary School District		
	Ventura Unified School District		



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## California Commission on Teacher Credentialing

**Meeting of:**

June 7-8, 2000

**Agenda Item Number:**

PREP-4

**Committee:**

Preparation Standards

**Title:**

Report on Procedures for Interviewing and Selecting Members of the Committee on Accreditation (COA)

✓ Information

**Prepared by:**Dennis Tierney, Ph.D., Consultant  
Professional Services Division

### Report on Procedures for Interviewing and Selecting Members of the Committee on Accreditation (COA)

Professional Services Division

May 22, 2000

#### Executive Summary

Two years ago the Commission appointed six members of the Committee on Accreditation (COA). At that time, the Commission adopted a selection process to use for future elections. On July 12, the Commission will conduct interviews of the fourteen finalists and select and appoint six members to replace those COA members whose terms end June 30, 2000. The Commission will also replenish the list of alternate members of the COA by selecting three new alternates from among the finalists. This report provides background information about the origins and functions of the Committee on Accreditation, the state laws and policies that govern the selection process, how the fourteen finalists were screened by the Nominations Panel, and how the Commission chose to select the members and alternates in 1998, the last election held for members of the Committee on Accreditation. Commission procedures for the 2000 selection process will also be described.

#### Fiscal Impact Summary

The Commission's base budget includes resources to support the activities of the Committee on Accreditation, including the solicitation of nominations and the selection of members by the Commission. No augmentation of the budget is needed to carry out the recommended selection and appointment process.

#### Policy Issues To Be Decided

Should the Commission continue its currently adopted policies for selecting members and

## Background Information

Ten years ago, the Commission decided to transform its credential program evaluation process into a professional accreditation system. Lawmakers adopted this plan and enacted Senate Bill 148 (Bergeson), which authorized the Commission to design a professional accreditation system with the advice of an Accreditation Advisory Council that was appointed by the Commission. After working closely with this Council over an extended period of time, the Commission, in 1993, adopted an *Accreditation Framework*, which set forth the Commission's policies that govern the professional accreditation system today.

The accreditation policies in the *Accreditation Framework* are based on four underlying principles regarding the accreditation of professional preparation programs.

- (1) The professional preparation of educators should be informed and guided by a professional knowledge base.
- (2) The professional stature of educators and educator preparers, who draw on knowledge and expertise in the practice of their profession, should be affirmed.
- (3) The accountability relationships between professional educators and those who prepare them should be strengthened.
- (4) Accreditation is most likely to contribute to substantial improvements in credential program effectiveness if accreditation decisions are based on evidence that is credible to professionals who work in the affected schools.

The Commission decided to implement these underlying principles by establishing a new organizational structure so accreditation decisions would be made (and would be perceived to be made) solely on the basis of the professional expertise of the decision-makers. In 1993, the Commission pursued these principles legislatively by sponsoring SB 655 (Bergeson), which amended the Education Code to establish the Committee on Accreditation as a statutory body that makes accreditation decisions. To ensure that accreditation decisions would be made solely on the basis of professional expertise, SB 655 required that (a) all members of the Committee be appointed by the Commission, and (b) all members serve on the basis of their professional judgment, and not as representatives of the organizations or institutions to which they belong.

In establishing the Committee on Accreditation, the Commission did not cede any of its policymaking authority over the preparation of educators or the accreditation of institutions. Under SB 655 and the *Accreditation Framework*, the Commission retained the exclusive authority and responsibility to adopt standards for educator preparation, and to make all other policy decisions that govern the system of professional accreditation in education. As a significant step toward making education "more professional," the Commission decided to delegate to professional educators the important responsibility of implementing the Commission's policies, and of enforcing the Commission's preparation standards. These functions are now the responsibilities of the Committee on Accreditation. Since the Committee's inception in 1995, the Commissioners have been enthusiastic about initiating this innovation, which "breaks new ground" in relation to what 49 other states are doing to improve the performance of professional educators, and to elevate their stature.

## Committee on Accreditation: Provisions of State Law

As a result of SB 655, the Education Code governs the functions and responsibilities of the Committee on Accreditation. These provisions of current law are summarized below because the Committee members should be selected with these functions and responsibilities in mind. According to Section 44373 (c) of the Education Code, the Committee on Accreditation has the legal authority and responsibility to:

- (1) Make decisions about the professional accreditation of educator preparation in California colleges and universities.
- (2) Make decisions about the initial accreditation of new programs of professional preparation in California institutions.
- (3) Determine the comparability of standards submitted by applicants with those adopted by the Commission.

- (4) Adopt procedural guidelines for accreditation reviews, and monitor the performance of accreditation teams and other aspects of the accreditation system.
- (5) Present annual accreditation reports to the Commission and respond to accreditation issues and concerns that are referred to the Committee by the Commission.

Pertaining to the membership of the Committee, Section 44373 (a) requires that Committee members shall be "selected for their distinguished records of accomplishment in education." This law also requires that "six members (of the Committee) shall be from postsecondary education institutions, and six shall be certificated professionals in public schools, school districts, or county offices of education in California." Another requirement of Section 44373 is that "membership shall be, to the maximum extent possible, balanced in terms of ethnicity, gender, and geographic regions." The law further requires that "the Committee shall include members from elementary and secondary schools, and members from public and private institutions of postsecondary education." In making these appointments, however, the Commission should not appoint members to represent particular organizations or agencies, because the law requires that "no member shall serve on the Committee as a representative of any organization or institution."

In very general terms, the Education Code also governs *how* the Committee on Accreditation members are to be selected. Section 44372 (d) requires that *the Commission* shall "appoint and re-appoint the members of the Committee on Accreditation." Section 44373 (b) requires that "appointment of . . . Committee members shall be from nominees submitted by a distinguished panel named by a consensus of the Commission and the Committee on Accreditation." As for the nominating panel, Section 44373 (b) requires that "for each Committee position to be filled by the Commission, the panel shall submit two highly qualified nominees."

### **Selection of the Committee on Accreditation: Provisions of the *Accreditation Framework***

The *Accreditation Framework* serves to clarify and make specific the provisions of state laws that govern the accreditation of educator preparation in California. The following paragraphs summarize the provisions of this policy document that govern the selection and appointment of Committee on Accreditation (COA) members. Where appropriate, comments will be included to describe how that paragraph applies to the 2000 selection process.

Section 2 of the *Accreditation Framework* includes a paragraph about membership composition, a paragraph about membership criteria, and six paragraphs about the appointment of COA members. These provisions are summarized below.

- (1) To begin, the Commission and the Committee on Accreditation jointly appoint a Nominating Panel that has a significant role in the selection process. In 2000 the Nominating Panel consisted of the following individuals:

Mr. Mike Stuart, Superintendent  
Shasta Union High School District

Mr. Hugo Lara, Superintendent  
Guadalupe Union School District

Ms. Elaine Johnson  
California Federation of Teachers

Dr. Robert Calfee, Dean  
Graduate School of Education  
University of California, Riverside

Dr. Jody Servatius, Director  
CalState Teach Program

Dr. Arthurlene Towner, Dean  
School of Education and Allied Studies  
California State University, Hayward

- (2) To solicit nominations for the Committee on Accreditation, the Nominating Panel requests nominations from professional education institutions, organizations, agencies,



and individuals. Each nomination must be submitted with the consent of the individual, and with the nominee's professional resume. Self-nominations are not accepted. Invitations to nominate potential members of the Committee on Accreditation were mailed to an extensive list of individuals and organizations (See Appendix A for the list). The letters of invitation to nominate were sent in November, 1999. Twenty-seven nominations were received before the deadline for nominations, which was January 31, 2000. Each nominated candidate was requested to submit a vita or resume of her/his professional qualifications, and a letter of recommendation.

- (3) The Nominating Panel screens the professional qualifications of each nominee, and recommends at least two highly qualified nominees for each vacant seat on the COA. These recommended nominees are "finalists" in the selection process. The Nominating Panel drew the finalists equally from colleges and universities (half of the finalists) and elementary and secondary schools (half of the finalists). In 2000, there are three vacancies for college and university members of the COA and three vacancies for elementary and secondary members of the COA. In addition, since there is only one remaining alternate member available on the postsecondary side of the COA and two remaining members of the K-12 side of the COA, the number of finalists has been increased by one for each group for a total of seven candidates on each side. This arrangement should give the Commission an adequate pool of candidates and alternates. Appendix B contains a list of the finalists.
- (4) The Commission appoints the members and alternate members of the COA by selecting from the nominees submitted by the Nominating Panel. Selection of Committee members is based on the breadth of their experience, their diversity of perspective and their distinguished records of accomplishment in education. The specific criteria for membership on the COA are:
  - evidence of achievement in the education profession;
  - recognized professional or scholarly contributions in the field of education;
  - recognition of excellence by peers;
  - experience with and sensitivity to issues of human diversity;
  - distinguished teaching in public schools and postsecondary institutions;
  - leadership experiences in education reform and restructuring efforts;
  - knowledge of issues related to the preparation and licensing of education professionals;
  - knowledge of accreditation issues and processes in education; and
  - knowledge of multiple disciplines in education, and possession of appropriate professional credentials.
- (5) According to the *Accreditation Framework*, the Committee must include members from elementary and secondary schools. The elementary and secondary school members include at least one certificated administrator, at least one certificated teacher, and at least one certificated role specialist. The Committee must include members from public and private postsecondary institutions. The postsecondary members include at least one administrator and at least one faculty member, each of whom must be involved in professional teacher education programs. To the maximum extent possible, membership on the Committee is to be balanced in terms of ethnicity, gender, and geographic regions of the state. Appendix C contains a listing of the required balancing factors.
- (6) The Commission appoints members of the COA to three-year terms. A member may be re-nominated and re-appointed to a second term of three years. A member may serve a maximum of two terms on the Committee. In 2000, one postsecondary finalist is seeking a second term.
- (7) All members of the COA serve as members-at-large, and no member serves as a representative of any organization, institution, or constituency.
- (8) When a seat on the COA becomes vacant prior to the conclusion of the member's term, the Executive Director fills the seat for the remainder of the term by appointing a replacement from the list of alternate members. In December, 1998, an alternate was appointed to a vacancy which came about when a member of the Committee selected in 1998 was unable to complete his elected term. The alternate will serve until June 30, 2001.

To summarize, the Commission appoints all members and alternate members of the

Committee on Accreditation for specific terms pursuant to Education Code 44372 (d) and Section 2 of the *Accreditation Framework*. The Commission selects the Committee members and alternate members from nominees submitted by the Nominating Panel. The Commission ensures that the Committee on Accreditation is professionally distinguished and balanced in its composition, but does not appoint members to represent particular institutions, organizations or constituencies.

### **Commission's Process for Selection of Committee on Accreditation Members as Modified in July, 1998**

In July of 1997, the Commission adopted procedures for selection of the members of the Committee on Accreditation. Meeting in General Session the Commission was to conduct face-to-face interviews with the finalists. The structured interviews would have taken place on a day separate from a regularly scheduled meeting of the Commission. During its next regularly scheduled meeting, the Commission would have voted to select the COA members and alternates.

In 1998, for reasons of cost savings and Commissioner preference, the interviews took place during an expanded meeting of the Executive Committee of the Whole. Because the Committee was meeting as Executive Committee of the Whole, action on the appointments was taken at the same meeting. The key procedures used in the selection process are described in this section.

- (1) The Commission decided that the finalists for appointment to the COA should be interviewed by members of the Commission for the purpose of obtaining reliable, first-hand information about the finalists and their qualifications to serve on the COA.
- (2) The members of the Executive Committee of the Commission will conduct the interviews with the finalists. The Commission will meet as a Committee of the Whole to enable all members of the Commission to participate in the interview process, as they are available to do so.
- (3) During the interviews, the Commissioners will ask the same four questions of all finalists. No finalist will have access to the questions prior to the interviews. There will be no variations in the presentation of four questions to the finalists. The four questions relate directly to the work of the Committee on Accreditation.
- (4) Commissioners will listen to each finalist's answers, may take notes to record what each finalist said, and evaluate each finalist's response to the questions. Commissioners' evaluations will be based on specific criteria that are directly related to the accreditation policies and selection criteria in the *Accreditation Framework*.
- (5) After all finalists have been interviewed, the Chair of the Executive Committee will provide a ten minute review period, at the pleasure of the Committee, to review the professional accomplishments of the finalists, study the balancing factors or re-read notes taken during interviews.
- (6) The Chair then asks the Secretary to call the roll of the Executive Committee of the Whole. Each member votes for *two candidates* from the group of *K-12 finalists*. The staff tallies the votes and indicates which K-12 candidates earned the votes of a majority of the Executive Committee members, up to a maximum of two members. Staff will advise the Executive Committee of the status of the balancing factors before the final selection is made. The roll call is repeated until three recommended K-12 finalists are appointed to the COA.
- (7) The Chair follows a similar procedure for the Committee to select and recommend three *postsecondary education finalists* for appointment to the COA.
- (8) After the three K-12 finalists and the three postsecondary finalists have been placed on the "slate" for appointment to the COA, the Executive Committee then selects from the remaining *elementary and secondary finalists* and from the remaining *postsecondary finalists* as *alternate members* of the COA according to the number of positions available. The Chair asks the Secretary to call the roll, and each Executive Committee member votes for the number of elementary and secondary alternates needed and the number of post-secondary alternates needed. If none of the finalists receives a majority vote, additional roll calls occur until the alternate members are recommended.
- (9) The Chair then entertains a motion for the Executive Committee to affirm the "slate" of selected individuals and to recommend this list of prospective members and alternates

during the Executive Committee's report to the Commission the next day.

## **Professional Qualification Factors and Balancing Factors for Appointment of the Committee on Accreditation**

This section of the report provides information about qualification factors that are most relevant to the responsibilities of the Committee on Accreditation (COA). Also presented are four sets of factors to be considered for the purpose of balancing the membership of the Committee along several key dimensions.

### **Professional Qualification Factors to be Used in the Selection Process**

According to state law, the over-arching factor in the selection of COA members is to be the finalists' "distinguished records of accomplishment in education." To elaborate on this requirement of law, the *Accreditation Framework* identifies several specific criteria for judging the professional qualifications of each finalist:

- evidence of achievement in the education profession;
- recognized professional or scholarly contributions in the field of education;
- recognition of excellence by peers;
- experience with and sensitivity to issues of human diversity;
- distinguished teaching in public schools and postsecondary institutions;
- leadership experiences in education reform and restructuring efforts;
- knowledge of issues related to the preparation and licensing of education professionals;
- knowledge of accreditation issues and processes in education; and
- knowledge of multiple disciplines in education, and possession of appropriate professional credentials.

When the Commissioners select and appoint the members of the COA (and alternates), these professional qualification factors will be the primary basis for selection decisions.

### **Balancing Factors: Level One (Education Code and Accreditation Framework)**

The law and the *Accreditation Framework* require that six members of the Committee on Accreditation *must* be "certificated professionals in public schools, school districts, and county offices of education," and that six members *must* be "from postsecondary education institutions." The Commission must, therefore, appoint a COA that is balanced in relation to this factor. Because the law specifies the numbers of members to be appointed according to this factor, it is referred to as Balancing Factors: Level One. (Subsequent balancing factors are governed by less specific laws, so they are referred to below as Balancing Factors: Levels Two and Three and Four.)

This agenda item includes information about the finalists' professional qualifications. In this information, the finalists are grouped according to Balancing Factors: Level One. Seven finalists are "from postsecondary education institutions," and seven finalists are "certificated professionals in public schools, school districts, and county offices of education." Each finalist's current employment status was the only criterion for placing that finalist in one of the two groups.

The selection process must take place so the appointees are evenly balanced on these factors. The Commission is required to appoint three finalists in each group to the Committee on Accreditation. One finalist in the school-based group and two postsecondary-based finalists should be designated as alternate members of the Committee.

### **Balancing Factors: Level Two (Education Code and Accreditation Framework)**

These balancing factors are referred to as Balancing Factors: Level Two because they are specified in law, but the *Accreditation Framework* did not stipulate how many appointments are to be associated with them. They are as follows:

- the six members of the Committee from public schools, districts, and county offices must include *members from elementary schools and secondary schools*;
- the six members of the Committee from postsecondary institutions must include *members from public and private institutions*;

To select and appoint COA members according to the law, it may be valuable for

Commissioners to consider the following categories and definitions associated with the Balancing Factors: Level Two.

**Elementary and Secondary Schools.** This balancing factor will apply only to the selection and appointment of COA members and alternates who are employed in public schools, school districts, and county offices of education. In making appointments within this category of finalists, the Commissioners will consider the factor of employment at the elementary and secondary levels of public education. In the case of a finalist who holds a district-level or county-level position, members of the Commission are urged to consider the level of schooling in which *most* of the finalist's prior professional experience occurred. When the COA selections and appointments are made, the Commissioners will have information about the school level that predominates in each finalist's professional background.

Legally, the Commission must appoint at least *one COA member who is employed in* (or whose professional background was predominantly in) *elementary schools*, and at least *one member who is employed in* (or whose professional background was predominantly in) *secondary schools*. Beyond complying with the law, and in achieving a balanced COA, each Commissioner will decide how much weight to give to this factor. The Commissioners' decisions may be constrained to some extent by the distribution of the school-based finalists in relation to this factor.

At least one continuing member on the Committee on Accreditation is employed in elementary schools and at least one continuing member of the COA is employed in secondary schools (or her/his professional background was predominantly in secondary schools).

**Public and Private Postsecondary Institutions.** This balancing factor will apply only to the selection and appointment of COA members and alternates who are employed in colleges and universities. In making appointments within this category of finalists, the Commissioners will consider the factor of employment in public or private post-secondary education. The Commissioners will have information to indicate whether each finalist in the postsecondary category is employed at a public or private institution.

Legally, the Commission must appoint at least *one COA member who is employed at a public institution of postsecondary education*, and at least *one member who is employed at a private institution of postsecondary education*. Beyond complying with the law, and in achieving a balanced COA, each Commissioner will decide how much weight to give to this factor. The Commissioners' decisions may be constrained to some extent by the distribution of the college-based finalists in relation to this factor.

At least one continuing member on the Committee on Accreditation is employed at a public institution of postsecondary education and one continuing member of the COA is employed at a private institution of postsecondary education.

### **Balancing Factors: Level Three (Education Code and Accreditation Framework)**

The law stipulates that, to the maximum extent possible, membership of the Committee is to be balanced in terms of *ethnicity, gender, and geographic regions of the state*.

**Ethnicity.** When the Commissioners select and appoint the members of (and alternates to) the Committee on Accreditation, the factor of ethnic balance will be considered. The Commissioners' decisions may be constrained to some extent by the ethnic composition of the finalist group.

**Gender and Geographic Regions.** In selecting and appointing the COA members and alternates, the Commissioners will also consider gender and geographic region factors. Each Commissioner will decide how much weight to give to these factors. The Commissioners' decisions may be constrained to some extent by the distribution of the finalist group in relation to these factors.

### **Balancing Factor: Level Four (Accreditation Framework only)**

In addition to Balancing Factors at Level One, Two and Three, the Commission decided to consider balancing the COA appointments among members whose professional responsibilities are predominantly instructional and members whose professional responsibilities are predominantly non-instructional. These balancing factors are referred to as Level Four because they are not specified in law. They are as follows:

- the six members from elementary and secondary schools must include at least *one administrator, one teacher, and one role specialist*; and
- the six members from postsecondary institutions must include at least *one faculty member and one administrator*, who must be active in teacher education programs.

At all levels of education -- elementary, secondary, and postsecondary -- major responsibility for student learning resides with those who provide instruction directly to students. Educators who provide instruction directly to students are most numerous in the schools and the postsecondary institutions. At the K-12 level, teachers earn the largest numbers of credentials. In colleges and universities, teaching faculty are the largest numbers of educator preparers. Similarly, the largest numbers of candidates for credentials intend to provide instructional services. Unless this factor is considered, however, the membership of the Committee on Accreditation could inadvertently consist predominantly of professionals who do not have instructional responsibilities.

In K-12 education as well as postsecondary education, professionals who lead and administer have more occasions in their work to confront policy issues such as those contained in the *Accreditation Framework*, than teachers and teaching faculty. Compared with professionals who lead and manage schools and institutions, instructional practitioners have fewer occasions to make decisions like those to be made by the Committee on Accreditation. As an unintended result of these circumstances, COA finalists whose responsibilities are primarily non-instructional may appear to be better qualified, as a group, than finalists whose work is predominantly instructional. The Balancing Factors: Level Four are suggested solely as an antidote to this unintended aspect of the selection process.

When the Commission selects and appoints COA members and alternates, the Commissioners will have information to show which finalists have responsibilities that are predominantly instructional and non-instructional. *The only legal requirement, however, is that Commissioners appoint at least one K-12 teacher and at least one teaching faculty member to the Committee.* The continuing members of the Committee on Accreditation already meet both of the Balancing Factors: Level Four. In making other appointments to the Committee, each Commissioner should decide how much weight to give to these factors. The school-based and college-based categories of finalists may constrain the Commissioners' decisions in relation to the factors because of the distribution of instructional and non-instructional professionals in the finalist group.

### **Status of the Alternate Members Who Were Appointed During the Prior Selection of Committee Members**

When the Commission elected members and alternates to the Committee on Accreditation in 1998, it replenished the supply of alternates. In December, 1998, Dr. Barry Kaufman stepped down as Dean of the School of Education at the then Dominican College (now Dominican University) for a position in the education policy sector. Because the Accreditation Framework requires that at least one postsecondary member work at a private institution, one of the alternates, Dr. Sally Thomas of Claremont Graduate University was invited to fill the remainder of Dr. Kaufman's position. In the 1998-99 academic year, Dr. Crystal Gips, one of the postsecondary education alternates accepted a position as a Dean in another state, and resigned as an active alternate. Thus, only one alternate remains for the postsecondary side of the COA. The Commission will need to select two alternates for the postsecondary side. One of the alternates on the K-12 side has a term ending and will need to be replaced. A second alternate for K-12 may be necessary, depending on who is selected for the three positions as one of the finalists is a current alternate.

### **Committee on Accreditation Selection Procedures for July 2000**

The Chair of the Commission has determined that the same procedures used for the July, 1998 selection process will be used for this year, except that the Commission will meet in General Session rather than Executive Committee of the Whole. Interviews will be scheduled with all fourteen finalists. General Session will convene on Wednesday, July 12, to conduct interviews for the Committee on Accreditation. Interviews will begin at 8:30 a.m., after a brief orientation, and will continue throughout the day. Each interview will be at least 20 minutes in length. With time between interviews to make notes, stretch, or attend to personal matters, conducting fourteen interviews will take the entire day. At the end of the interview schedule, the Commission will conduct a vote to select the COA members and alternates. The remainder of the Commission's July meeting will be conducted on Thursday, July 13.

## Appendix A

### Invitation to Nominate Potential Members of the COA

With the guidance and direction of the Nominating Panel, the invitation to nominate potential members of the Committee on Accreditation was mailed to many individuals and organizations. The chief executive officers of the following organizations were encouraged to participate in the Committee selection process by nominating distinguished teachers, administrators, professors, and deans of education.

- California State University
- University of California
- Association of Independent California Colleges and Universities
- California Department of Education
- California Teachers Association
- California Federation of Teachers
- United Teachers of Los Angeles
- United Educators of San Francisco
- Association of California School Administrators
- California Council for the Education of Teachers
- California Association of Colleges for Teacher Education
- State of California Association of Teacher Educators
- All Education Departments and Colleges with Credential Preparation Programs
- All Preparation Programs for the Multiple Subject Teaching Credential
- All Preparation Programs for the Single Subject Teaching Credential
- All Preparation Programs for the Special Education Teaching Credentials
- All Preparation Programs for the Administrative Services Credentials
- All Preparation Programs for the Other Specialist and Services Credentials
- Curriculum and Instruction Steering Committee of County Superintendents
- Personnel Administrators of County Offices of Education
- California Association for Bilingual Education
- California Association of Teachers of English to Speakers of Other Languages
- Language Diversity Research Projects, University of California
- California Association for Supervision and Curriculum Development
- California Association of Teachers of English
- California Council for the Social Studies
- California Science Teachers Association
- California Council of Teachers of Mathematics
- California Art Education Association
- California Music Education Association
- California Council of Music Teacher Educators
- California Foreign Language Teachers Association
- California Association for Physical Education, Recreation and Dance
- Directors, Beginning Teacher Support and Assessment Programs
- Directors, Large School District Staff Development Offices
- Directors, Bilingual Teacher Training Programs
- Directors of District and County Bilingual Education Programs
- California Subject Matter Projects in Seven Curriculum Subjects
- California League of Middle Schools
- Network of Elementary Schools Implementing *It's Elementary*
- Network of Middle Schools Implementing *Caught in the Middle*
- Network of High Schools Implementing *Second to None*
- All Elementary and Secondary Schools with School Restructuring Grants
- Directors, Administrative Training Centers, School Leadership Association
- Directors, Special Education Local Planning Areas

## Appendix B

### Finalists for Appointment to the Committee on Accreditation

K-12 Education Finalists	Postsecondary Education Finalists
<ul style="list-style-type: none"> <li>• Rubert Asuncion Director of Secondary Education Stockton Unified School Dist.</li> </ul>	<ul style="list-style-type: none"> <li>• Pam Bailis, Assoc. Dir. Teacher Education Programs Graduate School of Education UC, Los Angeles</li> </ul>

<ul style="list-style-type: none"> <li>Dan Burch, Principal Capistrano Valley High School Capistrano Unified SD</li> </ul>	<ul style="list-style-type: none"> <li>Fred Baker, Professor School of Educ. &amp; Integrative Studies California State Polytechnic Univ., Pomona</li> </ul>
<ul style="list-style-type: none"> <li>Richard Christensen Superintendent Enterprise Elem. School Dist.</li> </ul>	<ul style="list-style-type: none"> <li>Billie Blair, Dean School of Education CSU, Dominguez Hills</li> </ul>
<ul style="list-style-type: none"> <li>Diane Doe, Teacher Taylor Elem. School San Francisco USD</li> </ul>	<ul style="list-style-type: none"> <li>Irving Howard, Professor School of Education CSU, San Bernardino</li> </ul>
<ul style="list-style-type: none"> <li>Dennis Jory, Teacher Desert Sands High School Desert Sands USD</li> </ul>	<ul style="list-style-type: none"> <li>Edward Kujawa, Dean School of Education Dominican University of CA</li> </ul>
<ul style="list-style-type: none"> <li>David Madrigal, Principal John Muir Elementary School Antioch USD</li> </ul>	<ul style="list-style-type: none"> <li>Ruth Sandlin, Professor Educational Psychology School of Education CSU, San Bernardino</li> </ul>
<ul style="list-style-type: none"> <li>Lawrence Wilder Assistant Superintendent Fresno County Office of Education</li> </ul>	<ul style="list-style-type: none"> <li>Irma Guzman Wagner, Dean School of Education CSU, Stanislaus</li> </ul>

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**Appendix C**  
**Committee on Accreditation**  
**Balancing Factors to Consider**

**K-12 Finalists for Possible Selection as COA Members**

<b>COA Finalists</b>	<b>Geographic Region</b>	<b>K-12 Elem/Sec</b>	<b>Instruction Position</b>	<b>Admin Position</b>
Asuncion, Rubert	Central	Secondary		XXX
Burch, Dan	South	Secondary		XXX
Christensen, Richard	North	Elementary		XXX
Doe, Diane	North	Elementary	XXX	
Jory, Dennis	South	Secondary	XXX	
Madrigal, David	North	Elementary		XXX
Wilder, Lawrence	Central	Secondary		XXX
<b>Continuing K-12 COA Members</b>				
<b>COA Members</b>	<b>Geographic Region</b>	<b>K-12 Elem/Sec</b>	<b>Instruction Position</b>	<b>Admin Position</b>
Avina, Anthony	South	Secondary		XXX
Lindley, Kim	South	K-12		XXX
Maspero, Bonnie	South	Secondary		XXX
<b>Postsecondary Finalists for Possible Selection as COA Members</b>				
<b>COA Finalists</b>	<b>Geographic</b>	<b>IHE Pub/Priv</b>	<b>Instruction</b>	<b>Admin</b>

	Region		Position	Position
Bailis, Pamela	South	Public		XXX
Baker, Frederick	South	Public	XXX	
Blair, Billie.	South	Public		XXX
Howard, Irvin	South	Public	XXX	
Kujawa, Edward	North	Private		XXX
Sandlin, Ruth	South	Public	XXX	
Wagner, Irma	Central	Public		XXX
<b>Continuing Postsecondary COA Members</b>				
COA Members	Geographic Region	IHE Pub/Priv	Instruction Position	Admin Position
Barnes, Carol	South	Public	XXX	
Teele, Sue	South	Public		XXX
Thomas, Sally	South	Private		XXX



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## California Commission on Teacher Credentialing

### Meeting of:

June 7-8, 2000

### Agenda Item Number:

PREP-5

### Committee:

Preparation Standards

### Title:

Update on the Status of the Focused Review of the Administrative Services Credential

✓ Action

### Prepared by:

Lawrence W. Birch, Ed.D., Administrator  
Professional Services Division

## Proposed Review of Structure of the Administrative Services Credential and the Standards of Quality and Effectiveness for Administrative Services Credential Programs

Professional Services Division  
May 22, 2000

### Executive Summary

Ten years ago, the Commission initiated a multi-year study of administrator preparation that resulted in the adoption of *Standards of Program Quality and Effectiveness for Administrative Services Credential Programs*. These standards now govern all administrator preparation programs in California. In light of recent reforms, such as the increasing emphasis on strengthening accountability for student achievement, and the many other changes taking place in the public schools of California, it is timely to review the current structure for the Administrative Services Credential and the standards for administrator preparation to ensure that they are up-to-date. This agenda report proposes a review of the current structure and standards to be conducted by Commission staff and a task force/work group. The proposed review will also study the alignment of the standards with the national Interstate School Leaders Licensure Consortium (ISLLC) standards. Following the review, a report with recommendations will be made to the Commission.

### Policy Issues to be Resolved

Should the Commission review the current structure of the Administrative Services Credential? Should the Commission approve a review of the Administrative Credential Program Standards? Should the Commission align its standards for the Administrative Services Credential with national standards?

### Fiscal Impact Statement

The Commission budget supports the cost of these activities. No augmentation of the budget will be needed for this focused review.
<b>Recommendation</b>
That the Commission approve a review of the structure of the Administrative Services Credential and the Administrative Services Credential Program Standards to be conducted by staff and a task force/work group.

**Overview**

In February of this year, the Commission authorized staff to conduct a focused review of the Administrative Services Credential Program Standards. Shortly thereafter, legislation was proposed having implications for the structure of the Administrative Services Credential. Staff has been involved in numerous discussions that suggest the need for a more comprehensive study than was originally proposed. In light of these circumstances, before going forward with the focused review as originally proposed, staff is bringing the topic back for further Commission consideration.

The expertise of school administrators is essential for the reforms that have been initiated in California because school administrators have a direct influence on the quality of the teaching experience. In every improvement program, school administrators play a key role. The school administrator's interactions are crucial to the success of teachers and students. In the current era that emphasizes accountability, it is important to examine how school administrators are prepared and supported. It has been pointed out that the role of the school administrator has become more important during the last few years because administrator expertise is required to promote the continuous learning required by reforms.

This report consists of three sections. The first section provides a summary of recent activities related to the administrative credential credential, and both a proposal and a rationale for the review of the structure of the Administrative Services Credential and the *Standards of Quality and Effectiveness for Administrative Services Credential Programs*. The second section provides background information about the present standards and describes the current credential structure for the preparation of school administrators. This leads to a review in the third section of the content and performance standards movements and how they affect school administrators.

**Staff Recommendation**

That the Commission approve a review of the structure of the Administrative Services Credential and the Administrative Services Credential Program Standards to be conducted by staff and a task force/work group.

**Section One**

**Review of the Structure and Standards for the Administrative Services Credential**

**Recent Activities**

Over the past year Commission staff members have been making plans to recommend a review of the administrative credential standards in the light of national trends and current conditions in the schools. Given the many changes taking place in the schools, it is time to revisit some aspects of administrator preparation, consider the extent to which school based reforms necessitate modifications in leadership preparation standards, and make appropriate adjustments in the California school leadership development continuum. Commission staff currently participate in a broadly representative collaborative discussion group focusing on standards for leadership. Issues raised by this group support the need for review of the administrative credential. In addition, bills have been introduced in the Legislature this year that would alter the current credential structure. At the national level, standards for leaders have been developed which could, if adopted in California, reduce barriers for administrators prepared in other stated who seek employment in California public schools. These recent activities are summarized in more detail below, followed by a proposal to review the Administrative Services Credential and program standards in the coming months.

Collaborative Discussion Group - During the past ten months, an informal collaborative group of representatives from the Association of California School Administrators, the California

School Leadership Academy, California Department of Education, the California Commission on Teacher Credentialing and the California Association of Professors of Educational Administration have been meeting together. Discussion topics have included the perceived problems in recruiting new administrators, concerns about the adequacy of preparation of administrators for all types of schools, and administrator accountability. The group has also discussed issues related to the preparation, induction and professional development of school leaders.

This group has taken the position that there is an impending crisis in recruiting and retaining school administrators and is concerned about the traditional practice in many districts of viewing a credentialed administrator as a finished product. There is an awareness that current Commission standards address a supportive induction period during level two preparation. However, the group has expressed an interest in developing strategies for providing a developmental phase of learning-to-lead for administrators that extends learning during and beyond the level two credential program. Other findings of this group are that standards might help clarify the daily practice and purpose of school administrators, provide accountability, and provide a basis for formative assessment and summative evaluations. The Collaborative Discussion Group has also expressed an interest in developing California Standards for School Administrators that are based on ISLLC Standards.

Legislation &mdash; Recently, legislation was sponsored calling for the creation an induction program modeled after the highly successful Beginning Teacher Support and Assessment System for newly employed administrators. Although an induction/mentoring component is contained in the current administrative credential structure and preparation standards, funds are not currently available to assist employing school districts in implementing the induction phase. Discussions have also been held about the possible need for modification of the credential structure to best implement a support program for beginning administrators.

ISLLC - Given the emphasis on standards-based movements taking place in California and the nation, Commission staff has made an effort to stay informed about these issues related to school administrator preparation. The Commission has rejoined the ISLLC Consortium and has been attending the biannual meetings of this group. Membership in ISLLC gives California access to national information, sources about professional performance assessments, and collaboration on a wide range of issues related to the preparation of school administrators.

### **Proposed Review of the Structure and Standards**

The California Commission on Teacher Credentialing is now asked to approve a review of the structure of the Administrative Services Credential and the *Standards of Quality and Effectiveness for the Administrative Services Credential Programs*.

Tentative organization of the plan with projected completion dates:

- Task 1: Select a select a task force/work group to assist in the review. The task force/work group will be representative of the following: Association of California School Administrators, California School Leadership Academy, California Association of Professors of Educational Administration, County Offices of Education, School District Superintendents, High School Principals, Middle School Principals, Elementary School Principals, University of California, California State University, Private and Independent Colleges and Universities, California School Boards Association, Parent Teachers Association, California Federation of Teachers, California Teachers Association and the California Department of Education. (June 2000)
- Task 2: Convene an invitational forum of educational leaders throughout the state to assist in defining the issues to be considered and identifying the problems to be studied. (June-July 2000)
- Task 3: Conduct monthly meetings of the task force to review the information gathered at the forum, analyze data collected, study the alignment of the Commission's standards with the ISLLC standards, develop recommendations about the credential structure, and develop draft preparation standards. (June 2000-April 2001)
- Task 4: Do a job analysis to determine what the field believes to be the essential knowledge/skills needed by administrators. The analysis would help to define how administrator jobs differ considerably and how knowledge and skill needs vary across

jobs. (August 2000-February 2001)

Task 5: Conduct focus groups as needed to gain field perspective. (September 2000 &mdash; February 2001)

Task 6: Report to the Commission on Teacher Credentialing Progress Report (November 2000)  
Final Report and Recommendations (April 2001)

## **Rationale for the Review of Structure and Standards**

The student standards movement has been changing the context in which school administrators serve. Although the current preparation standards were adopted in 1995 and programs meeting these standards have only been developed and implemented in the past two to three years, it is time to examine them to make certain they are still up-to-date and appropriate. There are aspects of the current structure that may need to be adjusted in order to make the system work more effectively.

The foundation provided by Commission-adopted preparation standards for the Administrative Services Credential has been a critical first step in building a system to improve administrator quality. The next task is to determine how well the standards are being implemented, and what kind of professional support California can and should provide in order to upgrade the skills of its administrators. If the current standards can be adjusted to foster continuous positive growth for administrators, the state will be more likely to address the growing shortage of administrators. Recruiting and retaining administrators are concerns in schools that serve the lowest achieving students. Administrators who are not supported in the way the standards are envisioned may be even less likely to take positions in places where they are needed the most. It seems necessary at this time of standards-based educational reform that school administrators be provided with adequate preparation, time for reflection, and opportunities to discuss school improvement with colleagues.

In conducting the review, staff, with the assistance of the task force/work group could convene a forum to gather information to guide the review. Focus groups could be conducted throughout the state to seek suggestions and to test ideas under consideration. A job analysis could be conducted to gain a better picture of performance expectations for school principals and other administrators. All of these activities would contribute to the development of recommendations to the Commission.

The review also would study the alignment of *Standards of Quality and Effectiveness for Administrative Services Credential Programs* with ISLLC Standards. The task force/work group would determine if the two sets of standards are aligned. Expertise of these professionals at this time is crucial in helping to move the current administrative standards from assumed compatibility with ISLLC standards to an assurance that the two sets of standards are aligned. If the standards are not in alignment, the task force/work group would recommend to the Commission that the standards remain in their current form or that the standards be modified to reflect alignment with ISLLC Standards. This is an important activity that would enhance the usefulness of the California standards, especially in this time of interest in credential reciprocity and portability of credentials across state lines.

## **Section Two**

### **Current Administrative Services Credential Structure**

#### **Background**

Ten years ago, the California Commission on Teacher Credentialing initiated a thorough, multi-year study of administrator preparation both within California and throughout the United States. The study was conducted by Commission staff under the guidance of an expert advisory panel of school district administrators, site principals, professors, representatives from professional organizations and state level agencies, including the California Department of Education.

The report of the study, titled *An Examination of the Preparation, Induction, and Professional Growth of School Administrators in California* included policy recommendations from the advisory panel. The recommendations included a proposal to retain the two-level structure for the Administrative Services Credential that had been established in the early 1980's, but to modify the structure to eliminate identified weaknesses and respond more effectively to

the professional development needs of aspiring and practicing administrators. The Commission adopted the policy recommendations and sponsored legislation (SB 322, Morgan) to modify sections 44270 and 44270.1 of the Education Code. The bill was passed by the Legislature, signed by the Governor and became effective January 1, 1994. The legislation put into place the legal framework for the structural changes of this revised design for administrator preparation.

The Commission continued the approach it had initiated in the late 1980s to move toward standards for credential programs. Special effort was made to redesign the policies of administrator preparation programs away from narrowly defined guidelines and competencies to broad standards of program quality. The Commission asked the advisory panel to assist in the development of new program standards consistent with the legislation and the policy recommendations. The *Standards of Quality and Effectiveness for Administrative Services Credential Programs* were adopted by the Commission in March of 1995.

Both public and private post-secondary institutions were required to revise and up-date their administrative credential programs to meet the new standards. Program proposals responding to the standards were reviewed by a panel of experts in school administration prior to being recommended for initial accreditation. All preparation institutions were required to complete the re-certification process by September 1, 1998. Once re-certified, the programs are reviewed on a regular basis through the Commission's on-site continuing accreditation process.

The most significant features of the revised standards were the changes made in the structure of Professional level program, the timeline for its completion and the provision for the inclusion of non-university activities in the Professional level program. The curriculum requirements for both levels were modified as a result of the study. Throughout both levels of the program, is an expectation of a high level of collaboration between preparing institutions and employing school districts.

### **Preliminary Administrative Services Credential and Preliminary Administrative Services Internship Credential (Tier I)**

The major thrust of the Preliminary Administrative Services Credential (Tier I) Program is to prepare individuals to perform the responsibilities of entry-level administrative positions. The preparation standards include significant recognition of the diversity of California students and communities. Programs are required to provide an increased emphasis on the relationship between school, parents, and community. For admittance into the Tier I program, universities must consider the candidates' sensitivity to and related experiences with the needs of students, teachers, and other school personnel. Furthermore, universities must consider the candidates' sensitivity to diverse student populations found in California schools, particularly, individuals with disabilities and those from diverse ethnic, cultural, and socio-economic backgrounds.

The preliminary level program requires that candidates be placed in appropriate field settings, under the supervision of effective supervising administrators. This calls for a high level of collaboration between school districts and universities in the placement of candidates in field settings that provide positive models conducive to the development of the prospective administrator.

The Commission's standards also provide an internship option. Under this option, the candidate can to be employed by the school district in an administrative position, but is also involved in a university preparation program providing the curriculum and field experience as part of an "on-the-job training" model. The internship program requires ongoing collaboration between the institution and the employing school district in all areas of program design, implementation and evaluation. The internship option does not currently allow districts to deliver the curriculum of the program.

At the conclusion of a university preparation program, the candidate is eligible to receive a Certificate of Eligibility for the Administrative Services Credential and is able to seek initial employment as an administrator. The Certificate signifies that the candidate has completed a preparation program and that the candidate is eligible for the Preliminary Level credential upon employment. Once employment as an administrator is achieved, a Preliminary Administrative Services Credential is issued and the "time-clock" for completion of the second level of administrative preparation begins.

### **Professional Administrative Services Credential (Tier II)**

Upon being initially employed by a school district, the new administrator has five years to complete the professional credential (Tier II) program. During the first year of employment, a district representative, a university representative, and the new administrator cooperatively develop an individualized induction plan. The plan includes an initial assessment of the new administrator, the development of a targeted professional development program, a mentoring component, required university coursework, an individualized elective component, and a plan for final assessment. The elective component can include approved non-university activities or additional coursework. The induction plan and the mentoring component are intended to provide support and assistance for the newly employed administrator.

The Professional Administrative Services Credential requires at least two years of experience as an administrator and concludes with an assessment in which the administrator, the district representative and the university representative again verify that all of the standards and requirements have been met. Induction plans may vary from individual to individual because of different career planning interests. The intent of this flexibility is to allow for special interests of the administrative candidate and the needs of the employing school district. Once the Professional Administrative Services Credential is earned, the holder is required to complete 150 hours of professional development every five years.

## **Section Three**

### **Content and Performance Standards Movement: Implications for Administrator Preparation**

Efforts to improve student achievement and teacher quality have led California and the rest of the nation to restructure K-12 education around student content and performance standards. These efforts have placed new demands upon school administrators with respect to establishing and implementing high standards for students and teachers that will ultimately result in substantial improvements in academic achievement for students in California schools.

#### **Standards for Student Achievement**

The need for all students to master a common set of skills and knowledge has prompted most states, including California, to approve K-12 academic content standards. Rigorous K-12 student academic content standards in Mathematics, English Language Arts, Science, and Social Studies were adopted by the California Board of Education in 1997-98. The public schools accountability legislation of 1999 (SB1X) focuses on the use of California student content and performance standards for academic achievement for all students in California. School administrators are charged with effecting the complex changes required by the current standards-based reforms. In this climate, the goal of strengthening school administrator skills and performance can easily be obscured by the movement for more accountability for schools and administrators. This movement has significant implications for the preparation of administrators.

#### **National Standards Movement for Teachers and Administrators**

The belief that teacher expertise is the main factor in improving student achievement provided the basis for the recent efforts to improve teacher quality. At the national level the Interstate New Teacher Assessment and Support Consortium (INTASC) established teacher standards as a first step in improving teacher quality. Since teacher quality and student performance are dependent upon complex interactions between students, teachers, and school administrators, administrator quality has also become an issue. To address concerns related to the quality of school administrators, administrator quality has also become an issue at the state and national levels. To address concerns related to the quality of school administrators the Interstate School Leaders Licensure Consortium (ISLLC) has created national standards for school leaders.

Interstate New Teacher Assessment and Support Consortium - In 1988 California and Connecticut established the Interstate New Teacher Assessment and Support Consortium (INTASC). The purpose of this organization was to provide opportunities for states to discuss their work on beginning teacher assessment and support. INTASC currently operates under the auspices of the Council of Chief State School Officers in Washington D. C. California has been a participating member since its formation. INTASC has developed model core standards for initial teacher licensure and translated the core standards into content-specific standards. In developing the standards that define a common core of

knowledge, skills, and dispositions for all beginning teachers, INTASC incorporated the work of a number of states including California, because California had begun to define teaching standards in *The Framework*, the precursor of *The California Standards for the Teaching Profession*.

Interstate School Leaders Licensure Consortium - The Interstate School Leaders Licensure Consortium (ISLLC) is a consortium of state education agencies, post-secondary education institutions, and national educational organizations. As a consortium of states, ISLLC operates, as does INTASC, under the auspices of the Council of Chief State School Officers in Washington D.C. The purpose of ISLLC is to promote standards-based education reforms related to the education, licensing and professional development of school administrators.

From 1994 through 1996 representatives from the State of California participated in the meetings of ISLLC. During this time ISLLC developed a set of six model standards for school leadership. The ISLLC standards describe a common core of knowledge, dispositions, and performances that link effective leadership to productive schools and enhanced educational outcomes for students. As the standards were developed, California representatives felt that the Commission's *Standards of Program Quality and Effectiveness for Administrative Services Credential Programs* were consistent with the ISLLC standards, although not specifically aligned. However, since the Commission had just recently adopted California's standards in 1995 and institutions were in the process of redesigning and re-certifying their programs according to those standards, further changes in the California standards were not undertaken at that time.

## **Performance Assessments**

Performance standards are part of significant efforts in recent years to improve the quality of teachers and school administrators. Standards are viewed as the first step in creating the professional pool of teachers and administrators needed for our schools. However, the use of performance assessments that operationalize the standards is viewed as the next step in improving the quality of those who teach and administer in our schools.

Performance Assessments Under Development In California - The SB 2042 Advisory Panel is providing advice to CCTC about a comprehensive, integrated set of new credential policies in three inter-related areas: (1) performance standards for teaching candidates, (2) standards for teacher education and induction programs, and (3) capacity-building initiatives to be sponsored by the Commission.

The performance assessment for Level I Teaching Credential Candidates required by Senate Bill 2042 will be a significant change in the licensure of teachers in California. This bill requires that each program of professional preparation for Preliminary (Level I) Multiple Subject and Single Subject Teaching Credentials include an assessment of each credential candidate's teaching performance. The Commission is in the process of developing a teaching performance assessment that sponsors of professional preparation programs could use if they elect not to develop their own teaching performance assessment.

Performance Assessments Developed by ISLLC - After the ISLLC standards were adopted in 1996, the Consortium began a three-year process of developing assessments for both the initial licensure and the professional development of administrators. This resulted in an agreement with Educational Testing Service to provide both a Principal's Licensure Assessment and a Re-licensure Portfolio based on the ISLLC standards. Subsequently, a number of states have examined the work of school administrators and defined what all school administrators should know and be able to do through statewide standards. The ISLLC standards and assessments have been used in some states to guide the development of a continuum for recruitment, preparation, assessment, licensure, induction, professional development, evaluation and advanced recognition of administrators.

\Requirement for Performance Assessment by the National Council for Accreditation of Teacher Education (NCATE) - NCATE is incorporating the INTASC principles into its standards that are to be used in the national accreditation of teacher education programs. NCATE will be requiring a performance assessment as part of its redesign of accreditation standards. The concept is that teacher candidate content knowledge and ability to teach will become the primary factors in judging program quality rather than what courses are offered by the teacher preparation institution. Performance assessments for advanced credentials will also be required.

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## California Commission on Teacher Credentialing

**Meeting of:**

June 7-8, 2000

**Agenda Item Number:**

PREP-6

**Committee:**

Preparation Standards

**Title:**

Recommendation for Initial Accreditation for Inter-American College

✓ Action

**Prepared by:**Lawrence W. Birch, Ed.D., Administrator  
Professional Services Division

### Recommendation for Initial Institutional Accreditation for Inter-American College

Professional Services Division  
May 19, 2000**Executive Summary**

The Commission is being requested to grant initial accreditation to an institution under provisions of the *Accreditation Framework*. This agenda report reviews the adopted procedures to be used for initial accreditation of institutions under the provisions of the *Framework*. The report contains a request for a waiver of the Commission's WASC accreditation requirement and a request for initial institutional accreditation by Inter-American College.

**Policy Issues to be Resolved**

Should the Commission waive the requirement for WASC accreditation for a three year period and grant initial institutional accreditation to Inter-American College?

**Fiscal Impact Summary**

The Commission's base budget includes resources to support review of institutional proposals for initial accreditation. No augmentation of the budget is needed to carry out recommended action.

**Recommendation**

That the Commission review the request for initial accreditation and grant initial institutional accreditation to Inter-American College.

At the May 2000 Commission meeting, the Commission considered the request for initial accreditation from Inter-American College. Staff was directed to bring back information about Western Association of Schools and Colleges (WASC) accreditation requirements and report on prior Commission actions for institutions in similar circumstances. This agenda report reviews the procedures for granting initial accreditation, provides information about WASC accreditation procedures, summarizes prior Commission action for other institutions seeking waiver of the WASC accreditation requirement and presents the request from Inter-American College.

### **Staff Recommendation**

Staff recommends that the Commission grant a three year waiver of the WASC accreditation policy and grant initial institutional accreditation to Inter-American College to be able to offer subject matter programs and programs of professional preparation and recommend candidates for state credentials.

### **Procedures for the Initial Accreditation of Institutions**

Prior to the *Accreditation Framework (1995)*, institutions not previously approved to offer programs of professional preparation would submit a program proposal responding to the Commission's preconditions and standards. If the institution was accredited by the Western Association of Schools and Colleges (WASC) and if the response to the preconditions and standards was judged to be satisfactory, the Commission voted to give approval to the institution to begin offering one or more programs.

Under the *Accreditation Framework*, the term "program approval" is no longer used. Instead, a distinction is made between "initial accreditation of institutions" and "initial accreditation of programs."

### **Initial Accreditation of Institutions**

Under the authority of the Education Code, the Commission is given the responsibility to determine the eligibility of institutions to offer professional preparation programs and to recommend issuance of credentials to candidates completing programs of preparation.

**Education Code Section 44227 (a)** -- The Commission may approve any institution of higher education whose teacher education program meets the standards prescribed by the Commission, to recommend to the Commission the issuance of credentials to persons who have successfully completed those programs.

**Education Code Section 44372**-- The powers and duties of the Commission on Teacher Credentialing regarding the accreditation system shall include the following:

- (c) Rule on the eligibility of an applicant for accreditation when the applying institution has not previously prepared educators for state certification in California, pursuant to subdivision (a) of Section 44227.

**Accreditation Framework Section 4 A 1 - Initial Accreditation of Institutions.** A postsecondary education institution that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial professional accreditation. Institutional accreditation by the Western Association of Schools and Colleges (WASC) is required for initial professional accreditation by the Commission. The Commission may establish additional procedures and criteria for the initial professional accreditation of institutions to prepare and recommend candidates for state credentials in education.

Under the above provisions, the only specific criterion for initial accreditation of institutions is accreditation by WASC. The Commission is given authority by the *Framework* to establish additional procedures and criteria. The adopted procedures add the review of institutional responses to the institutional preconditions.

### **Commission-Adopted Procedures for Initial Accreditation of Institutions**

As part of the implementation of the *Accreditation Framework*, the Commission on Teacher

Credentialing adopted procedures for the Initial Accreditation of Institutions in October 1998. The procedures listed below apply to institutions who have not previously prepared educators for state certification in California:

1. The institution prepares a complete program proposal, responding to all preconditions, Common Standards and appropriate Program Standards. The proposal will be considered as the application for accreditation.
2. Initial Accreditation will be considered a two-stage process:
  - a. The proposal will be reviewed for compliance with the appropriate institutional preconditions (WASC accreditation, institutional responsibility, non-discrimination procedures, completion of a needs assessment, involvement of practitioners in the design of the program, agreement to provide information to the Commission, etc.) and brought before the Commission for initial accreditation action. If the proposal meets the Commission's requirements, the institution will be recommended for initial accreditation.
  - b. If the Commission acts favorably on the proposal, it will be forwarded to the Committee on Accreditation for program accreditation action according to adopted procedures. (The institution's responses to the program standards for each program area the institution wishes to offer are reviewed by Commission staff or program review panels of expert advisors to determine the sufficiency of the responses. Once it is determined that the program proposal meets the Commission's standards, it is recommended to the Committee on Accreditation for initial program accreditation.)
3. Once granted initial accreditation, the institution will then come under the continuing accreditation procedures already adopted by the Committee on Accreditation and will participate in the six year cycle for on-site reviews.

### **Steps to Western Association of Schools and Colleges Accreditation**

Institutions seeking accreditation from the Western Association of Schools and Colleges (WASC) must go through three major steps before accreditation is conferred; eligibility, candidacy and accreditation. It is the purpose of the WASC Commission to validate to the public the ongoing credibility of an institution of higher education. Completion of all three steps can take from three to nine years.

**Eligibility** - Eligibility is the first toward the process of accreditation. Institutions must first be reviewed for eligibility based upon requirements established by the WASC Commission. The institution must assess itself in relation to the eligibility criteria. The institution must have:

1. A charter and /or formal authority to award degrees from the appropriate governmental agency.
2. A formally adopted statement of institutional purposes.
3. A governing board that operates as an independent policy-making body.
4. A chief executive officer whose full-time or major responsibility is to the institution.
5. One or more educational programs leading to the baccalaureate degree or beyond.
6. A coherent and substantial program of general education.
7. Faculty sufficient to support the programs offered.
8. Evidence of adequate learning resources to support the programs.
9. Admissions policies and procedures consistent with the institution's stated objectives.
10. Evidence of basic planning for the development of the institution.
11. An adequate financial base of funding commitments.
12. A published policy or procedure for refunding fees and charges to students.
13. An accurate and current catalog.

The institution submits an eligibility report responding to each of the eligibility criteria and a summary data form. The institution is expected to already be offering courses and degrees at the time of eligibility determination. The WASC Commission staff convenes an eligibility committee which reviews the documents and meets with institutional representatives before determining eligibility. The committee files a report of its action and a review of the institution in relation to each of the criteria. Although not a formal status with the WASC Commission, eligibility signifies that an institution has satisfied 13 criteria regarding institutional capacity and is ready to begin the formal self-study process leading to initial Candidacy.

**Candidacy** - Candidacy is achieved after the institution has completed a self-study report

and has been successful in an on-site visit. Candidacy is a formal status with the WASC Commission and is an indication that an institution is progressing toward accreditation. An institution with Candidate status has a maximum period of six years to become accredited. This candidacy period enables an institution to organize its operations; establish sound policies, procedures, and management information systems; improve quality; and demonstrate compliance with WASC standards. The granting of candidacy does not assure that accreditation will eventually be attained.

**Accreditation** - An institution may seek accreditation after an appropriate period of Candidacy. It must have graduated at least one class in one or more of its principal programs. The institution is required to undergo an extensive and comprehensive self-study followed by an on-site evaluation of institutional performance. Accreditation means that the institution meets the WASC standards and is likely so to continue. In addition it demonstrates that an institution operates at a high level of quality consistent with its stated purposes; that it has documented the availability of sufficient resources to support existing and planned programs at a satisfactory level of quality; and that it has committed itself to institutional improvement, periodic self-evaluation, and continuing compliance with WASC standards, policies and procedures.

### **Prior Requests for Waiver of WASC Accreditation Requirement**

During the past ten years, the Commission has taken action to waive the WASC accreditation requirement on three occasions for institutions in the early stages of development. Under the provisions of Education Code Section 44225 (m) that grants the Commission waiver authority, waivers can be given to post-secondary institutions. One of the reasons given for granting waivers listed in Section 44225 is to "Provide other temporary exceptions when deemed to be appropriate by the Commission." In the past, the Commission has granted waivers with the understanding that these waivers are temporary, they enable educational institutions to meet the goals established by the state, they provide significant help in addressing identified critical needs of schools and school children, and there are accompanying mechanisms for assuring that Commission standards are not lowered and the quality of preparation is maintained under the waiver provisions.

#### *California State University, San Marcos*

In 1991, the Commission granted a waiver of the WASC accreditation requirement to California State University, San Marcos. The institution was founded in 1989 and achieved WASC accreditation in 1993. In 1994, the Commission conducted a program evaluation visit at California State University, San Marcos and in 1995 the institution achieved accreditation from the National Council for Accreditation of Teacher Education (NCATE). In February of this year, the institution hosted a merged CCTC/COA/NCATE merged accreditation visit.

#### *National Hispanic University*

In 1994, the Commission granted a three year waiver of the WASC accreditation requirement to National Hispanic University, in which time the institution was expected to achieve WASC Candidacy. The waiver included an acceptance of baccalaureate degrees awarded by the institution for credential purposes, the eligibility to submit one or more subject matter preparation programs and the eligibility to submit one or more professional preparation programs. The institution subsequently received approval for the Liberal Studies subject matter program and the Multiple Subject CLAD/BCLAD Emphasis Credential program. At the time of the waiver, National Hispanic University had achieved WASC Eligibility. In 1997, the institution was granted a one year extension of the waiver because candidacy had not yet been achieved. In 1998 WASC Candidacy was earned. The institution was granted an additional year of waiver in order for the Commission to review the results of the Committee on Accreditation on-site visit to be conducted in Spring 1999. Stipulations were placed upon the institution at that time and the COA sent an accreditation re-visit team in May of this year. A report of that re-visit and subsequent COA action will be presented at a future Commission meeting.

#### *California State University, Monterey Bay*

In 1995, California State University, Monterey Bay was granted a waiver of the WASC accreditation requirement for an unspecified period of time. The waiver included an acceptance of baccalaureate degrees awarded by the institution for credential purposes, the eligibility to submit one or more subject matter preparation programs and the eligibility to submit one or more professional preparation programs. The institution subsequently received

approval for the Liberal Studies subject matter program and the Multiple Subject CLAD/BCLAD Emphasis Credential program. At the time of the waiver, California State University, Monterey Bay had achieved WASC Eligibility. In 1998, WASC Candidacy was earned. The COA conducted an on-site accreditation visit in 1998. Stipulations were placed upon the institution at that time and a successful accreditation re-visit was completed in 1999.

### **Request for Waiver of Accreditation Requirement for Inter-American College**

Background - Inter-American College was founded in 1997 with the following mission: to provide educational opportunities to returning adult students, especially Latinos, ethnic and cultural minorities, women and others; to give students access to a coherent and articulated academic program through flexible scheduling; to foster the transmission of the American diverse cultural heritage; and to prepare graduates to function in a pluralistic, interdependent, and changing world.

The institution is located in National City. A major part of its mission is to serve immigrant students who have earned degrees in other countries, but whose degrees are not considered valid in this country. At Inter-American College, students with foreign transcripts are evaluated by an independent organization that appraises course work. These students are then put on a fast track to earn degrees in the United States. Students take intensive one-month courses on weekends and at nights to complete requirements for a degree here.

In 1998, representatives from Inter-American College appeared before the Commission and requested consideration of a waiver of the WASC accreditation requirement. No action was taken at that time. Staff was directed to start discussions with the institution regarding the adoption of additional standards similar to those applied to National Hispanic University. In the past two years, the institution has continued steps to achieve accreditation and to receive recognition from the Commission.

Inter-American College was given temporary approval by the California Bureau for Private Postsecondary and Vocational Education to grant degrees on November 11, 1997 with formal approval by the Department of Consumer Affairs on April 28, 1999. On November 19, 1999, the institution was granted Eligibility by the Western Association of Schools and Colleges for a term of three years. By achieving Eligibility, the institution has completed the first step toward the process of accreditation. It signifies that the institution has satisfied 13 criteria regarding institutional capacity and is ready to begin the formal self-study process leading to initial Candidacy, the second step in the WASC process. Candidacy status requires a self-study report and an evaluation team visit. The tentative date for the Inter-American College Candidacy visit is Spring 2002.

Request for Waiver of Accreditation Requirement - Because the institution has not yet achieved WASC accreditation, the President of Inter-American College requests a waiver of the WASC accreditation requirement in order to gain Initial Institutional Accreditation from the Commission. The waiver would include an acceptance of baccalaureate degrees awarded by the institution for credential purposes, the eligibility to submit one or more subject matter preparation programs and the eligibility to submit one or more professional preparation programs.

In keeping with similar agreements made with National Hispanic University at the time of its initial approval by the Commission, Inter-American College agrees, should the waiver be granted, to meet all Commission requirements for programs.

The institution further agrees as follows:

1. All baccalaureate degree graduates from IAC and other applicants, who seek Multiple Subject Credentials, will submit passing scores on the CBEST and MSAT or complete an approved Liberal Studies program before being admitted to the credential program.
2. Candidates pursuing Single Subject Teaching Credentials will take and pass CBEST and the appropriate subject matter examinations before being admitted to the program.
3. For admission to the credential program, all candidates will be required to have a satisfactory grade point average of 2.0 in undergraduate studies.
4. To be admitted to the credential program, all candidates will be required to pass a bilingual entrance examination at the 2.5 level of language proficiency on the Foreign Service Institute (FSI) scale. To be recommended for a BCLAD credential, all candidates must have a 4.0 average on the written, oral, and comprehension exam.

5. The Commission will appoint a visiting team to review the teacher preparation program at IAC three years from the date the Commission approves the credential program. The team will submit a written report of its findings to the Commission and the Committee on Accreditation. An extension of the waiver beyond three years will be considered only if the team finds that all applicable standards are fully met.
6. Within the three year period after the CTC credential and subject matter approval date, IAC will have achieved candidate status under the WASC standards, as a condition for any consideration of a waiver extension.

Subject to the granting of Initial Institutional Accreditation by the Commission, the institution wishes to develop professional preparation programs for both the Multiple and Single Subject CLAD/BCLAD (Spanish) Emphasis Credentials. The institution also wishes to develop selected subject matter preparation programs. Program development activities, in collaboration with a number of local school districts, have already been initiated, led primarily by President Reymundo Marin and Academic Vice President Maria Viramontes de Marin.

Review of Institutional Proposal - The institutional proposal has been reviewed by Dr. Lawrence Birch, the Commission's Administrator of Accreditation. Inter-American College has prepared a complete response to all preconditions, all Common Standards and Program Standards for the Multiple and Single Subject Credential, and a response to the Elementary Subject Matter Preparation Standards. The responses to the preconditions are appropriate with the exception that the institution does not meet the WASC accreditation requirement.

Subject to the waiver of the WASC accreditation requirement, Inter-American College is recommended for initial institutional accreditation. If the Commission acts to grant initial accreditation, the program proposals will be reviewed further and forwarded to the Committee on Accreditation for Program Accreditation consideration, or in the case of the Elementary Subject Matter Program to the Commission for approval.



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## California Commission on Teacher Credentialing

**Meeting of:**

June 7-8, 2000

**Agenda Item Number:**

PERF-1

**Committee:**

Performance Standards

**Title:**

Proposed 2000-01 Test Fees for the (Bilingual) Crosscultural, Language and Academic Development (CLAD/BCLAD) Exams



Action

**Prepared by:**Mark McLean, Program Analyst  
Professional Services Division

### Summary of an Agenda Report

#### Proposed 2000-01 Test Fees for the (Bilingual) Crosscultural, Language and Academic Development (CLAD/BCLAD) Exams

Professional Services Division

May 16, 2000

#### Overview of this Report

California Education Code §44253.3 and §44253.4 require the Commission to issue certificates that authorize the provision of instruction to English Language Learners. These certificates are the Crosscultural, Language and Academic Development (CLAD) Certificate and the Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate. Education Code §44253.5 requires the Commission to develop and administer examinations on which a teacher can demonstrate competence in the knowledge and skills necessary for effective teaching of English Language Learners. The (Bilingual) Crosscultural, Language and Academic Development (CLAD/BCLAD) Examinations provide one way an individual can complete some of the requirements for the CLAD or BCLAD Certificate.

Education Code §44298 requires that, in the absence of designated appropriations by the Legislature from the Teacher Credentials fund, fees charged for examinations be sufficient to cover the full cost of the examination program. This report describes the costs of the CLAD/BCLAD program and proposes fees for the CLAD/BCLAD Examinations for the 2000-01 testing year.

#### Relationship to the Commission's Strategic Goals and Objectives

*Goal One:* Promote educational excellence in California schools.

*Objective One:* Develop candidate and program standards.  
*Objective Two:* Develop and administer teacher assessments.

### **Policy Issue to be Resolved**

What test fees should candidates be charged in 2000-01 for the CLAD/BCLAD Examinations?

### **Financial Impact Statement**

The ongoing administration and development costs of the CLAD/BCLAD Examinations must, by law, be recovered from candidates through test fees. Staff is recommending test fees for 2000-01 that are estimated to be sufficient to cover the Commission's costs for that year.

### **Recommendation**

Staff recommends that the Commission adopt the 2000-01 CLAD/BCLAD test fees shown in [Table 2](#) of this report.

### **Background Information**

California Education Code §44253.3 and §44253.4 require the Commission to issue certificates that authorize the provision of instruction to English Language Learners. These certificates are the Crosscultural, Language and Academic Development (CLAD) Certificate and the Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate. Education Code §44253.5 requires the Commission to develop and administer examinations on which a teacher can demonstrate competence in the knowledge and skills necessary for effective teaching of English Language Learners. The (Bilingual) Crosscultural, Language and Academic Development (CLAD/BCLAD) Examinations provide one way an individual can complete some of the requirements for the CLAD or BCLAD Certificate.

At its April 2000 meeting, the Commission approved awarding a contract to National Evaluation Systems, Inc. (NES) to continue administration of the CLAD/BCLAD Examinations through June of 2003 and to complete revisions to Tests 1-3 based upon revised content specifications. Education Code §44298 requires that, in the absence of designated appropriations by the Legislature from the Teacher Credentials fund, fees charged for examinations be sufficient to cover the full cost of the examination program. This report describes the costs of the CLAD/BCLAD program and proposes fees for the CLAD/BCLAD Examinations. The fees include (a) a fee that registrants pay for each examination to cover the costs of administering the tests, and (b) a registration processing fee that registrants pay to cover other contract and non-contract costs.

The contract with NES for the administration and development of the CLAD/BCLAD Examinations allows the Commission to set new test fees yearly at no cost to the Commission. This is because the registration bulletins are updated and reprinted annually. The Commission reserves the right to change fees at other times but the Commission will bear the cost of notifying the field of such a change.

### **Costs of the CLAD/BCLAD Program**

In operating the CLAD/BCLAD program, the Commission bears costs in two major categories. The contracted costs category is the largest and is for the test administration and test revision work performed by NES. The non-contract cost category includes the Commission's other CLAD/BCLAD-related expenses. Details about each of these two cost categories are described below.

#### **Contract Costs**

The contract with NES specifies costs in the three areas described below.

##### **Administration of the Examinations**

The Commission pays to NES a fee per test administered that is based upon the total number of tests administered each year. The per-test administration costs shown in [Table 1](#) pay for:



- assuring the security of the testing process and materials,
- producing all program communications and materials,
- producing annual registration bulletins,
- registering candidates,
- administering the 51 unique CLAD/BCLAD tests two times per year at 11 sites,
- providing alternative testing arrangements to candidates with verified disabilities,
- scoring and reporting scores to candidates, the Bilingual Teacher Training Programs, and the Commission, and
- producing reports.

**Table 1**  
**Contract Costs Per Test Administered Based on Annual Number of Tests Administered**

Test	Total Number of Tests Administered			
	3,000-6,000	6,001-9,000	9,001-12,000	12,001-15,000
Test 1	\$98	\$62	\$45	\$35
Test 2	168	105	75	60
Test 3	168	105	75	60
Test 4	98	62	45	35
Test 5	126	80	55	45
Test 6 - all four	175	175	145	110
Test 6 -Listening	98	62	45	35
Test 6 -Reading	98	62	45	35
Test 6 -Speaking	112	70	50	40
Test 6 -Writing	126	80	55	45

Pursuant to the contract, after each administration in a testing year, the Commission will pay NES a per-test cost that is based on the estimated annual number of tests administered. Following the last administration in a year, when the actual number of tests administered for the year is known, the Commission and NES will reconcile the amount paid to NES. If the number of tests administered in the year falls in a volume range *lower* than expected, the cost per test will be higher than the Commission had been paying, and the Commission will pay NES the difference. If the number of tests administered in the year falls in a volume range *higher* than expected, the cost per test will be lower than the Commission had been paying, and NES will reimburse the Commission for the difference. For the subsequent year, the per-test payment to NES for each administration will be set based on the estimated annual number of tests in the year ahead. So that the test fees charged candidates are sufficient to pay NES for its costs of administration, the Commission has the opportunity on a yearly basis to change the fees, if necessary.

#### Addition of Two New Test Sites

In addition to the above costs for administration, the contract provides for the administration of the exams at two new test sites in the Humboldt and Sonoma areas at a cost of \$3200 per year.

#### Revisions to Tests 1-3

Pursuant to the contract, NES will revise CLAD/BCLAD Tests 1-3 to make them consistent with revised specifications for those tests. This work will involve:

- drafting new test items,
- facilitating review of the draft items by the Bias Review Committee and the CLAD Examination Revision Task Force,
- field-testing the draft items,
- scoring field-test responses and analyzing field-test results, and
- creating and equating new test forms.

The contract cost of making these revisions is \$18,000. Although this work will be completed within the first year, the costs will be allocated equally over the three years of the contract.

### Non-Contract Costs

The Commission incurs additional costs associated with the overall management and administration of the CLAD/BCLAD Examinations beyond the contract costs described above. The non-contract costs include Commission personnel, operating expenses, and costs for convening a task force to assist in the revisions to Tests 1-3. For 2000-01 these expenses are estimated to be as follows:

Personnel:	\$60,000
Operating Expenses:	\$12,000
CLAD Revision Task Force:	\$8,000
<b>Total</b>	<b>\$80,000</b>

### Recommended CLAD/BCLAD Test Fees for 2000-01

The costs of the CLAD/BCLAD program, described above, and estimated examinee and test volumes can be used to set test fees for 2000-01 such that the Commission generates sufficient revenue to cover program costs. Based on examinee and test volume in the past, staff estimates that in 2000-01 approximately 5,000 examinees will take approximately 11,000 tests.

CLAD/BCLAD test fees include (a) per-test fees, which vary based on the test, and (b) a registration processing fee, paid by each registrant each time s/he registers, regardless of the number of tests for which s/he registers. The per-test fees should be set at the amounts that NES charges the Commission for test administration, shown in Table 1. The appropriate fees for 2000-01 would be the fees shown in that table for 9,001-12,000 total tests administered. The registration processing fee should be set to recover the other costs for the year, shown below:

Contract Costs:	
Addition of Two New Test Sites	\$3,200
Revisions to Tests 1-3	\$6,000
Non-Contract Costs:	\$80,000
<b>TOTAL</b>	<b>\$89,200</b>

These costs could be recovered from the estimated 5,000 examinees by charging a registration processing fee of \$18 (\$89,200 divided by 5,000, rounded to the nearest dollar). This is the same registration processing fee that has been charged since 1996-97.

On the basis of the above estimates of costs and examinee volumes, staff recommends that the Commission adopt the test fees shown in Table 2 below.

<b>Table 2 Recommended Test Fees for 2000-01</b>	
Registration Processing Fee	\$18
Test 1	45
Test 2	75
Test 3	75
Test 4	45
Test 5	55
Test 6 - all four	145
Test 6 -Listening	45
Test 6 -Reading	45

Test 6 -Speaking	50
Test 6 -Writing	55

The fees adopted by the Commission would be in effect for the 2000-01 testing year. Staff will return at approximately the same time each year to recommend test fees for the following year, based on the contract and non-contract costs and estimated exam volume.



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## California Commission on Teacher Credentialing

**Meeting of:**

June 7-8, 2000

**Agenda Item Number:**

PERF-2

**Committee:**

Performance Standards

**Title:**

Update on the Development of Teacher Preparation Standards and Assessments Pursuant to SB 2042 (Alpert, 1998)

**✓ Action**Mary Vixie Sandy, Interim Director  
Professional Services Division**Prepared by:**Robert Carlson, Ph.D., Administrator  
Professional Services DivisionDavid Wright, Ph.D., Director  
Office of Policy and Programs

### Update on the Development of Teacher Preparation Standards and Assessments Pursuant to SB 2042 (Alpert, 1998)

**Professional Services Division  
May 23, 2000**

#### Executive Summary

Late in 1998, the Commission launched an extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teachers. Commission sponsored legislation in 1998 (SB 2042, Alpert) served as the impetus for this work on standards and assessments, which will be, pursuant to statute, aligned with the State's academic content standards for students and the Commission adopted *California Standards for the Teaching Profession*. The work is being carried out by Commission-appointed Advisory Panels, task forces, and a contractor. The purpose of this agenda report is to provide an update on the progress that has been made to date on the development of standards and assessments for teachers, and to seek Commission authorization to award a contract to complete a portion of the work.

#### Policy Question

What issues must be considered by the Advisory Panel for the Development of Teacher Preparation Standards and the Elementary Subject Matter Task Force in order to develop

## Recommendation

That the commission examine this update and (1) authorize the Executive Director to enter into a sole-source contract to complete analysis of the alignment and congruence of teaching performance expectations and subject matter specifications with the California Student Content Standards and *California Standards for the Teaching Profession*; and (2) authorize Commission staff to conduct a study of extant teaching performance assessments.

## Fiscal Impact Summary

The costs associated with implementing SB 2042 were estimated to be incurred over multiple years. The costs are included in the agency's base budget .

## Background

Late in 1998, the Commission launched an extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teachers. Commission sponsored legislation in 1998 (SB 2042, Alpert) served as the impetus for this work on standards and assessments, which will be, pursuant to statute, aligned with the State's academic content standards for students and the Commission adopted *California Standards for the Teaching Profession*. The work is being carried out by Commission-appointed Advisory Panels, task forces, and a contractor. The purpose of this agenda report is to provide an update on the progress that has been made to date on the development of standards and assessments for teachers, and to seek Commission authorization to award a contract to complete a portion of the work. [Part 1](#) of this agenda report provides an update on reforms in teacher education pursuant to three pieces of legislation (SB 1422/Bergeson, 1992 , SB 2042/Alpert, 1998 and AB 1059/Ducheney, 1999)). [Part 2](#) reviews the progress made to date by the SB 2042 Advisory Panel on the development of teacher preparation standards; [Part 3](#) reviews the progress made to date by the Elementary Subject Matter Advisory Panel on the development of new subject matter standards for elementary school teachers; and [Part 4](#) reviews the progress made to date on the development of specifications for the Multiple Subject Assessment for Teachers (MSAT) and teaching performance expectations for the mandated Teaching Performance Assessment (TPA).

### Part 1. Statutory Background on Credentialing Reform

#### Senate Bill 1422 (Chapter 1245, Statutes of 1992)

In 1992, the Governor and Legislature enacted legislation (SB 1422, Bergeson) calling for the Commission on Teacher Credentialing to complete a comprehensive review of the requirements for earning and renewing teaching credentials. The Commission conducted a systematic study that included the appointment of an advisory panel to examine credential requirements and make recommendations for reform and restructuring. In their final report to the Commission in August 1997, the Senate Bill 1422 Advisory Panel recommended that the Commission adopt a two-level credential structure with preparation and assessment requirements at each level. The Panel also recommended that the Commission set standards for multiple routes into the teaching profession, and called for the creation of blended programs of subject matter and professional preparation. The Panel further recommended that a standards-based induction program be required for the new Level II (Professional) Teaching Credential, and that credential renewal requirements be aligned with the new *California Standards for the Teaching Profession*.

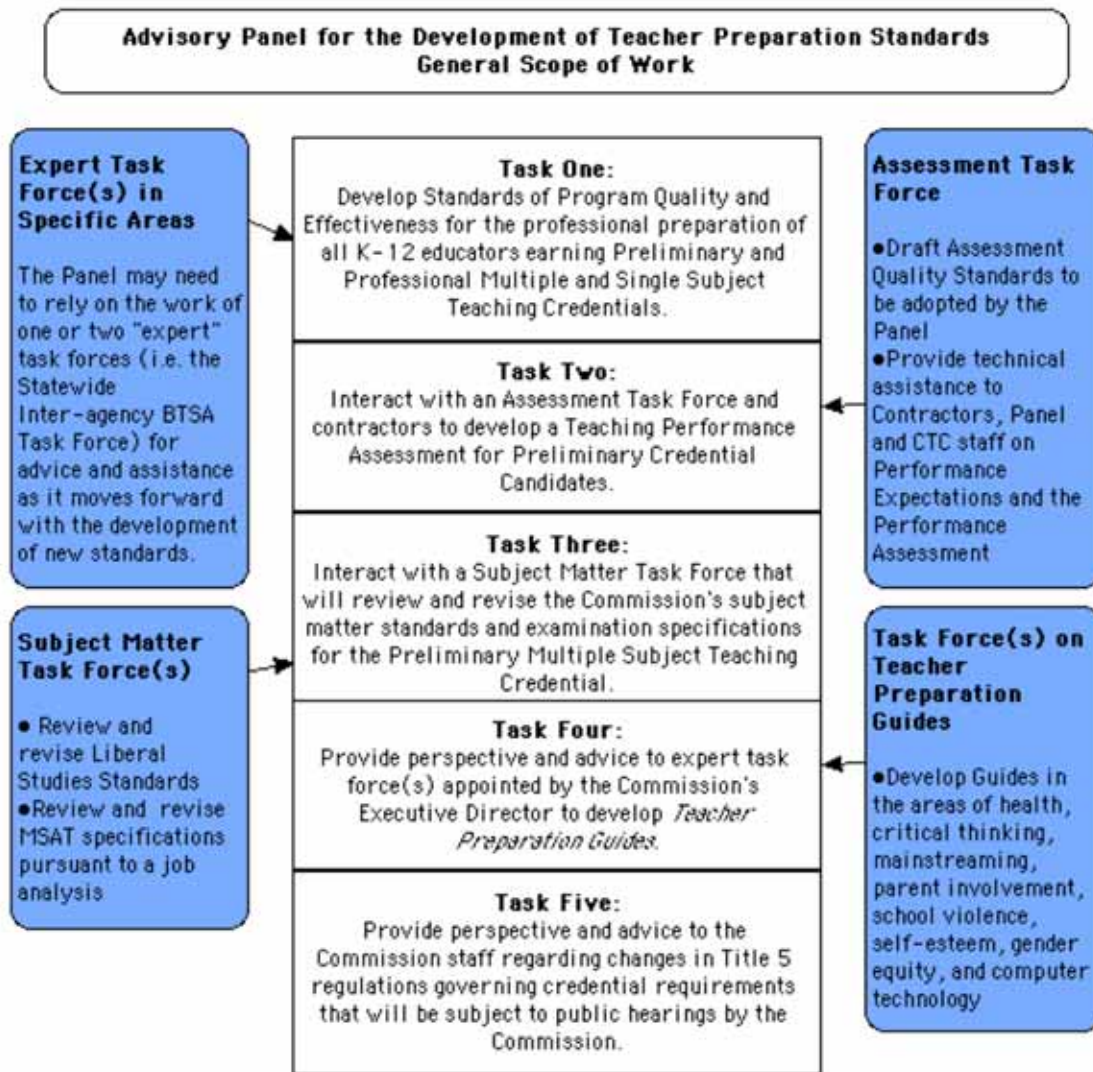
As a result of this comprehensive review, the Commission sponsored omnibus legislation in 1998, SB 2042 (Alpert, Mazzoni, Chapter 548, Statutes of 1998), which called for:

- implementing standards to govern all aspects of teacher development, including subject matter studies, professional preparation, induction and continuing growth;
- redesigning teacher preparation to provide a five-year option that integrates subject matter studies with coursework and field experiences in teaching;
- embedding a standards-based teaching performance assessment in teacher preparation programs leading to a preliminary teaching credential; and
- providing an induction program for every beginning teacher in California, as a requirement for the professional (Level II) teaching credential.

Signed by the Governor in September, 1998, SB 2042 became the launch pad for the next phase of the Commission's credentialing reform efforts. The Commission selected a new 30 member, broadly representative Advisory Panel (listed in Appendix A) to develop new standards for teacher preparation programs, and charged them with developing or overseeing the development of the following products:

1. A comprehensive set of program standards to govern all types of teacher preparation programs for preliminary teaching credentials, including post-baccalaureate preparation programs, internship programs, and undergraduate blended programs. In addition to professional preparation standards, the Advisory Panel was charged with overseeing the review and revision of the current Liberal Studies Subject Matter Standards. SB 2042 calls for new standards for both the subject matter and professional preparation of teachers to be aligned with the *California Standards for the Teaching Profession* and congruent with the California Student Content Standards.
2. Assessment Quality Standards that will enable an Assessment Review Panel and Accreditation Review Teams to evaluate the quality and effectiveness of teaching performance assessments that are developed and implemented in response to SB 2042. These standards will be particularly significant in view of the fact that the California Education Code now requires, for the first time, that every program of professional preparation include a valid, reliable assessment of each candidate's pedagogical knowledge, skill and performance. Passage of such an assessment will, under SB 2042, become a requirement for a Multiple or Single Subject Teaching Credential (Level I). SB 2042 explicitly requires the Commission to approve assessments of teaching performance based on Assessment Quality Standards. Following the acceptance of proposed assessments, the Assessment Quality Standards will also be used by Accreditation Review Teams to ensure that assessments are being implemented in ways that maintain their validity, reliability, fairness, and administrative feasibility.
3. New standards for induction programs leading to professional clear teaching credentials. These standards are being developed in collaboration with the Beginning Teacher Support and Assessment (BTSA) Inter-agency Task Force for adoption by the Commission, the Superintendent of Public Instruction, and the State Board of Education. New induction program standards will replace existing standards used in the BTSA Program and will address statutory content issues (e.g., student content standards, health, mainstreaming, computer technology, etc.).
4. Teaching performance expectations and a teaching performance assessment that are valid and legally defensible. SB 2042 requires that a teaching performance assessment be included in each professional preparation program leading to preliminary multiple and/or single subject teaching credentials. The law also requires the Commission to develop a "prototype" teaching performance assessment. To satisfy this provision of the law, sponsors of professional preparation programs have three choices. They can (a) develop their own assessment for approval by an Assessment Review Panel (to be appointed), (b) use the Commission-developed assessment, or (c) ask the Commission to administer the Commission-developed assessment for them. The Advisory Panel plays a prominent role in advising the Commission about the following:
  - Teaching performance expectations that describe (a) the domains of pedagogical knowledge, skills, and abilities eligible for assessment in teaching performance assessments and (b) the levels of proficiency in those domains expected of preliminary teaching credential candidates. Once the Commission adopts teaching performance expectations, they will be the basis for all SB 2042 assessments of teaching performance for preliminary multiple and single subject teaching credentials in the future.
  - A "prototype" teaching performance assessment that meets the Assessment Quality Standards and that validly and reliably assesses the teaching performance expectations described in the previous paragraph. The Advisory Panel will work closely with contractors in the design, development, field-testing, and implementation of the new assessment.
5. Capacity-building initiatives designed to enhance the capacity of professional preparation programs to implement the new standards for program accreditation and candidate performance. These efforts will include regional conferences, professional networks of support personnel, formative reviews of credential programs, and the

The schematic below provides a graphic depiction of the SB 2042 Advisory Panel's scope of work and the task forces that will inform that work along the way.



## AB 1059, Ducheney (Chapter 711, Statutes of 1999)

Assembly Bill 1059, signed by Governor Davis in early October 1999, requires that in the future, basic teacher preparation programs include preparation to teach all students, including English learners. Currently, basic Multiple and Single Subject Credential Programs do not authorize teachers to serve English learners unless the teachers complete additional requirements in the areas of English language development (ELD) and specially designed academic instruction in English (SDAIE). Specific provisions of AB 1059 are outlined below.

By July 1, 2002, the Commission must ensure that all accredited teacher preparation programs satisfy standards for the preparation of teachers for all pupils, including English Language Learners. The standards must be based upon an independent job analysis of the essential knowledge, skills and abilities needed by all classroom teachers (as opposed to specialist teachers) to assist students to maintain academic progress across the curriculum while continuing to develop English language skills.

AB 1059 further requires the Commission to provide candidates, including out-of-state trained teachers, with an examination route to fulfilling the requirements for teaching English learners. The measure calls for the Commission to complete a comprehensive validity study of the examination route to meeting these requirements.

Beginning July 1, 2003, the Commission may not issue preliminary teaching credentials to applicants unless they have completed the new requirements for preparation to assist



English learners in learning English while maintaining progress across the curriculum. In addition, by July 1, 2003, an approved program of beginning teacher induction must satisfy standards for beginning teacher induction for all pupils, including study of knowledge and skills needed by all teachers to assist English learners to access the core curriculum.

Beginning July 1, 2005, the Commission may not initially issue a professional clear teaching credential to an individual unless he/she (1) has completed a beginning teacher induction program that satisfies these standards or (2) already has an authorization to provide services to English learners.

The next sections of this agenda report provide detailed updates on progress made to date on the development of professional preparation standards, subject matter standards, and assessments.

## Part 2: Update on the Development of Standards for Professional Preparation Programs

Much work has been done within California and throughout the nation on the development of new standards. Standards for students, standards for beginning teachers, standards for accomplished teachers, and standards for teacher educators have been published within the last five years. Many states have launched efforts in recent years to revise standards for teacher preparation and licensure as well. In order to provide the SB 2042 Panel with a comprehensive overview of what is necessary and what is possible to accomplish in new standards, Commission staff have brought numerous reports to the Panel for review and discussion. Chart 1 provides a partial list of reports and standards that have been reviewed by the Panel during the last year.

**Chart 1: Standards, Frameworks and Reports Reviewed by Panel**

Standards Documents	Frameworks and Reports
<ul style="list-style-type: none"> <li>• SB 1422 Final Report and Recommendations</li> <li>• California Standards for the Teaching Profession (CSTP)</li> <li>• Commission Standards of Quality and Effectiveness for Multiple and Single Subject Credential Preparation Programs</li> <li>• CTC Education Specialist Standards</li> <li>• NCATE Standards for Elementary Teacher Preparation</li> <li>• Interstate New Teacher Assessment and Support Consortium (INTASC) Standards and Principles</li> <li>• Council for Exceptional Children (CEC) Standards</li> <li>• Association of Teacher Educators (ATE) Standards</li> <li>• National Board for Professional Teaching Standards</li> <li>• K-12 Academic Content Standards</li> <li>• -&gt;Mathematics</li> <li>• -&gt;Reading/Language Arts</li> <li>• -&gt;Science</li> <li>• -&gt;History/Social Science</li> <li>• National Council for the Social Sciences Standards</li> <li>• National Science Education Standards</li> <li>• Teacher Preparation Standards from other states</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Language Arts Framework</li> <li>• History/Social Science Framework</li> <li>• Report of the AB 1264 Task Force on Parent Involvement</li> <li>• <i>California Teacher Preparation for Instruction in Critical Thinking: Research Findings and Policy Recommendations</i></li> <li>• Recommendations of the SB 1422 Health Task Force</li> <li>• Recommendations of the SB 1422 "Mainstreaming" Task Force</li> <li>• <i>Creating Caring Relationships to Foster Academic Excellence: Recommendations for Reducing Violence in California Schools</i></li> <li>• Proposed Strategic Plan from the Report <i>Toward a State of Esteem</i></li> <li>• Final Report of the Computer Education Advisory Panel</li> <li>• <i>What States are Doing to Improve the Quality of Teaching: A Brief Review of Current Patterns and Trends</i></li> </ul> <p>(Partial list)</p>

Throughout the review of current standards and research, the Panel has been considering the implications of this existing work on new standards for the preparation of California teachers. The panel has focused on ways in which they believe the Commission should change the format of standards for teacher preparation. A recurring concern about the Commission's existing standards is their relative lack of specificity. The Panel is using a



different format as they draft new standards in an effort to achieve greater clarity, precision and specificity in standards. The Panel's belief is that standards should be descriptive enough to communicate clearly to sponsors of teacher preparation programs as well as accreditation teams about what should be included in programs.

Using the *California Standards for the Teaching Profession*, the SB 1422 Panel recommendations and the K-12 content standards as a base, the Panel has developed extensive lists of the content that they believe should be addressed in new standards. The Panel is in the process of organizing this content into categories and writing and revising standards. Given the structural changes to the credential enacted by SB 2042, the Panel expects new standards to include specific information for Level I professional preparation programs, leading to a Preliminary Teaching Credential, as well as specific standards for Level II induction programs, leading to a Professional Clear Credential. Standards for Level II, pursuant to SB 2042, must be developed in collaboration with the Superintendent of Public Instruction. Commission staff and staff from the California Department of Education are working together with a Task Force to revise and expand existing BTSA Program Standards and will be reporting their progress to the SB 2042 Advisory Panel this summer. Appendix B contains a draft Table of Contents that the Panel is using as an organizer for its work on Level I and Level II Professional Preparation Standards.

The Panel is also considering the SB 1422 Panel recommendation to establish separate standards for multiple and single subject credential programs, as well as variations in the standards for different types of programs (e.g., blended programs, internships, post-baccalaureate degree programs). These dimensions, as well as the structural (Level I, Level II) issues described above will impact the overall format of standards. The Panel expects, as a result of all of these changes, that new standards for teacher preparation will look significantly different than the Commission's current standards of quality and effectiveness for multiple and single subject credential programs. The Panel would welcome feedback from the Commission regarding the direction they are going with the format, structure and content of standards.

Pursuant to AB 1059, the Panel has set in motion a process to consider the issues related to the preparation of teachers who need to be responsive to the diverse backgrounds of all students in California. One of the recommendations of the SB 1422 Advisory Panel was to incorporate the current knowledge base and field experiences required for the Cross-cultural Language and Academic Development (CLAD) Emphasis Credential into the Level I and Level II Credential requirements for all teachers. The Commission adopted this and other related recommendations from the SB 1422 Panel and forwarded them to the 2042 panel to be addressed in the standards writing process. The Panel has reviewed the CLAD Standards and Examination Specifications, in addition to several research papers, articles and the Commission's SB 1969 Regulations in order to determine what should be included in teacher preparation standards pursuant to AB 1059.

### **Part 3: Development of New Subject Matter Standards and a Revised Subject Matter Examination for the Multiple Subject Teaching Credential**

As indicated previously, Senate Bill 2042 requires the Commission to "ensure that subject matter standards and examinations are aligned with the state content and performance standards adopted for pupils" by the State Board of Education. This mandate of law is particularly significant at a time when (a) the people of California are recognizing more clearly than before that opportunities for K-12 students to learn curriculum content depends substantially on the subject matter competence of their teachers, and (b) K-12 students in California will be required to meet state content standards in order to earn high school diplomas after 2004.

To address this mandate of law, the Executive Director appointed the Elementary Subject Matter Advisory Panel, consisting of K-8 teachers and administrators, faculty and coordinators of subject matter programs in colleges and universities, and representatives of the State Board of Education, the Superintendent of Public Instruction, and the Chancellor of the California State University. Each member of this panel was selected for expertise and experience in one or more subjects of the K-8 curriculum: reading-language arts; mathematics; science; history-social science; physical education; the visual and performing arts; and human development. The panel immediately began its work by pursuing the following short-term studies of relevant state policies and practices.

## Short-Term Policy Studies by the Subject Matter Advisory Panel

The panel immersed itself quickly and efficiently in the following short-term policy studies in order to establish a strong basis for collaborating with the SB 2042 Advisory Panel and bringing new policy recommendations to the Commission in September 2000.

- (1) Studies of California Student Content Standards. Curriculum managers in the California Department of Education who had collaborated with the State Board of Education on the Student Content Standards were invited to present those standards to the Commission's Subject Matter Advisory Panel. CDE managers made excellent presentations of the Student Content Standards in Reading-Language Arts; Mathematics; Science; and History-Social Science. The CDE also provided no-cost copies of these standards to all members of the Commission's Panel. (The Commission's staff expressed appreciation for the publications and presentations to Deputy Superintendent Leslie Faucett.) Immediately following each presentation, the Advisory Panel engaged in in-depth analysis and discussion of the Student Content Standards that are "in effect" throughout California. During their subsequent meetings, the panelists have sought ways to incorporate the Student Content Standards into the policy recommendations they are preparing to present to the Commission this fall.
- (2) Studies of California Curriculum Frameworks and Challenge Standards. CDE managers have also made presentations to the Commission's Panel on the California Curriculum Frameworks and Challenge Standards in Physical Education and the Visual and Performing Arts. In these two important areas of teaching responsibilities, the State Board of Education has not adopted Student Content Standards. With no-cost copies of the Curriculum Frameworks and Challenge Standards in hand, the panelists have pursued in-depth analyses and discussions for the purpose of submitting to the Commission policy recommendations that reflect the "alignment mandate" across all subject areas of the K-8 curriculum.
- (3) Studies of National Standards in Several Important Content Areas. To enhance their understanding of curriculum changes that are taking place, and to facilitate the future movement of out-of-state teachers into California, the Elementary Subject Matter Advisory Panel also examined curriculum standards established by prominent national organizations such as the American Federation of Teachers, the National Council of Teachers of Mathematics, and the National Science Teachers Association. Additionally, the Panel examined national standards by the National Association for the Education of Young Children, to serve as the strongest available basis for setting new standards for California's K-8 credential candidates in the field of human and child development.
- (4) Studies of Current Practices in the Subject Matter Preparation of K-8 Teachers in California Colleges and Universities. The Panel invited the coordinators of current subject matter programs to present information about current practices and problems in the subject matter preparation of candidates for the Multiple Subject Teaching Credential. The coordinators of several local programs provided the requested information about (a) Blended Programs of Undergraduate Teacher Education; (b) the role of technology in the subject matter preparation of K-8 credential candidates; (c) the articulation agreements among four-year institutions and between four-year and two-year institutions in California; (d) the balance that is needed between breadth and depth in the preparation of K-8 teachers in seven broad subject areas; (e) the assessment of subject matter competence by the sponsors of local programs; and (f) several other topics and issues related to the subject matter preparation of K-8 credential candidates in California. In each of these discussions, the Commission's Panel gained a clearer focus on changes that may be needed in current policies for the purpose of strengthening each future teacher's preparation in the subjects to be taught in Grades K-8.
- (5) Studies of Current and Future Job Requirements for K-8 Teachers, and of How Subject Matter Examination Questions are Related to Those Requirements. The Elementary Subject Matter Advisory Panel has guided the work of WestEd in the Commission-sponsored *Job Analysis for the Multiple Subjects Assessment for Teaching (MSAT)*. The Panel was the principal developer of subject matter "items" for the job analysis questionnaires that were answered by thousands of classroom teachers, school administrators, and subject matter professors last winter. (A comprehensive report of this job analysis research will be presented separately to the Commission.) The Panel examined the research results, made content-related decisions based on the research, and gave direction to WestEd on changes to be made in Draft Content Specifications

for the MSAT. Meanwhile, the Panel also discussed with the current MSAT contractor the ways in which new content specifications can be used to ensure that the examination will be aligned with California's Student Content Standards, as the law requires.

The Panel pursued each of the above studies in order to translate the findings directly into policy recommendations, particularly program standards and examination specifications. These policy recommendations will be discussed in a joint meeting with the SB 2042 Panel, and then presented for discussion by the Commission three months from now. The Panel's preliminary policy discussions are summarized next.

### **Preliminary Discussions of Subject Matter Policies for Commission Consideration**

The Panel began its policy discussions by studying and discussing the *Charge to the Elementary Subject Matter Advisory Panel*, which was adopted by the Commission prior to appointment of the Panel. Based on this detailed statement of the Panel's *Charge*, the panelists are currently preparing specific recommendations to accomplish the following improvements in the subject matter preparation and performance of future K-8 teachers.

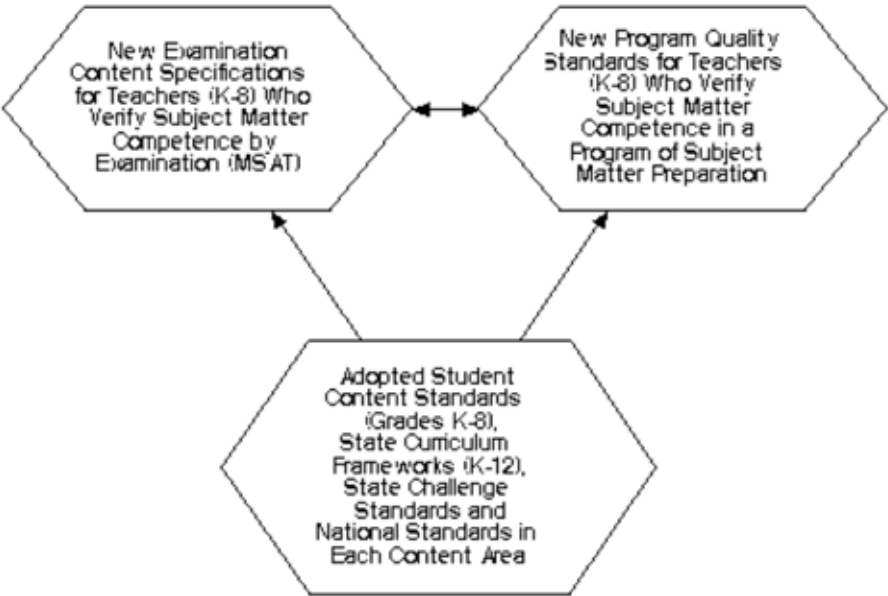
- (A) Subject Matter Standards and Examinations that are *Congruent* with California Student Content Standards, California Curriculum Frameworks, and National Curriculum Standards. The Panel has examined the legal implications of "curriculum congruence," and will bring recommendations to the Commission that will ensure that, in the future, Multiple Subject Teaching Credentials will be issued solely to individuals whose preparation and performance are congruent with the Student Content Standards, California Curriculum Frameworks, and National Curriculum Standards. The Panel has prepared Diagram 1 to illustrate the extent to which *New Examination Content Specifications for Teachers (K-8)* and *New Program Quality Standards for Teachers (K-8)* will accurately reflect these state and national policies for K-8 students in the public schools.
- (B) Subject Matter Standards and Examinations that are *Aligned* with California Student Content Standards, California Curriculum Frameworks, and National Curriculum Standards. While the recommended standards and examination specifications will ensure, at a minimum, *congruence* with K-8 student mandates, the Panel's policy recommendations will not necessarily be *limited to* the mandates that apply to K-8 learners. Based on a careful reading of the Commission's *Charge to the Elementary Subject Matter Advisory Panel*, the panelists anticipated that additional domains of content knowledge and skill may be job-relevant for K-8 teachers in California, and they designed the *Job Analysis for the Multiple Subjects Assessment for Teaching (MSAT)* accordingly. While the empirical results of the job analysis research are still being examined, the Panel prepared Diagram 2 to illustrate how new preparation standards and examination specifications for prospective teachers may need to go beyond the basic knowledge and skills that K-8 students are expected to learn.
- (C) Subject Matter Preparation Standards that are Comprehensive and Cohesive So Credential Candidates Can Provide Excellent Learning Opportunities to K-8 Students Throughout California. After examining the effects and effectiveness of the current *Standards of Program Quality for the Subject Matter Preparation of Elementary Teachers*, the Panel developed a comprehensive scheme for revising, replacing and supplementing the existing standards in the future. The panelists have defined four structural elements to be addressed in these standards, as reflected in Diagram 3. Within this conceptual structure, the Panel is working intensively on the language of revised standards, and plans to present these to the Commission in September, 2000.
- (D) Multi-Stage Plans for Development of MSAT Content Specifications and Corresponding Standards of Program Content and Quality. The Elementary Subject Matter Advisory Panel is very task-oriented, and is committed to completing its work in the shortest possible time. To remain on-task and on-schedule, the Panel is following a *Multi-Stage Plan for Development of Content Specifications for the Multiple Subjects Assessment for Teaching (MSAT)*, which is shown in Diagram 4. Parallel to this multi-stage plan for a revised MSAT is a second *Multi-Stage Plan for Development of Quality Standards for Elementary Subject Matter Programs* (not shown), which resembles the MSAT Plan in nearly all respects. By adhering to these plans, the Elementary Subject Matter Advisory Panel has been highly productive in a relatively short period of time.

Although the Panel is not in a position to present a comprehensive set of policy

recommendations to the Commission in June, 2000, the panelists are looking forward to meeting jointly with the SB 2042 Advisory Panel in July, and presenting recommendations to the Commission in September. At that time, the Panel plans to recommend that the Commission authorize the distribution of their policy recommendations to educators throughout California, with an invitation for comments and feedback that will be used by the Panel to develop a final set of recommendations in early 2001.

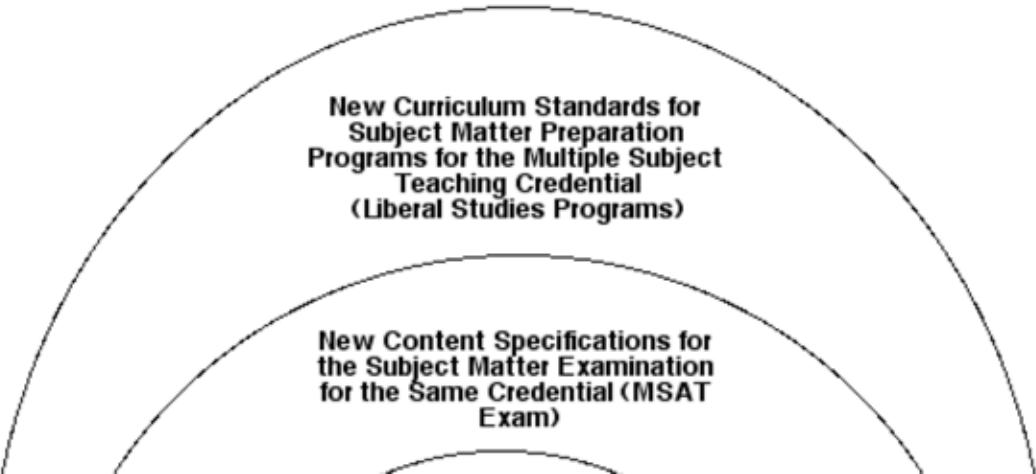
**Diagram One:  
Congruence Relationships Between Student  
Standards and  
Teacher Subject Matter Standards in California**

Elementary Subject Matter Advisory Panel  
California Commission on Teacher Credentialing  
2000



**Diagram Two: Alignment Relationships Between  
Standards for Students and Teachers in California**

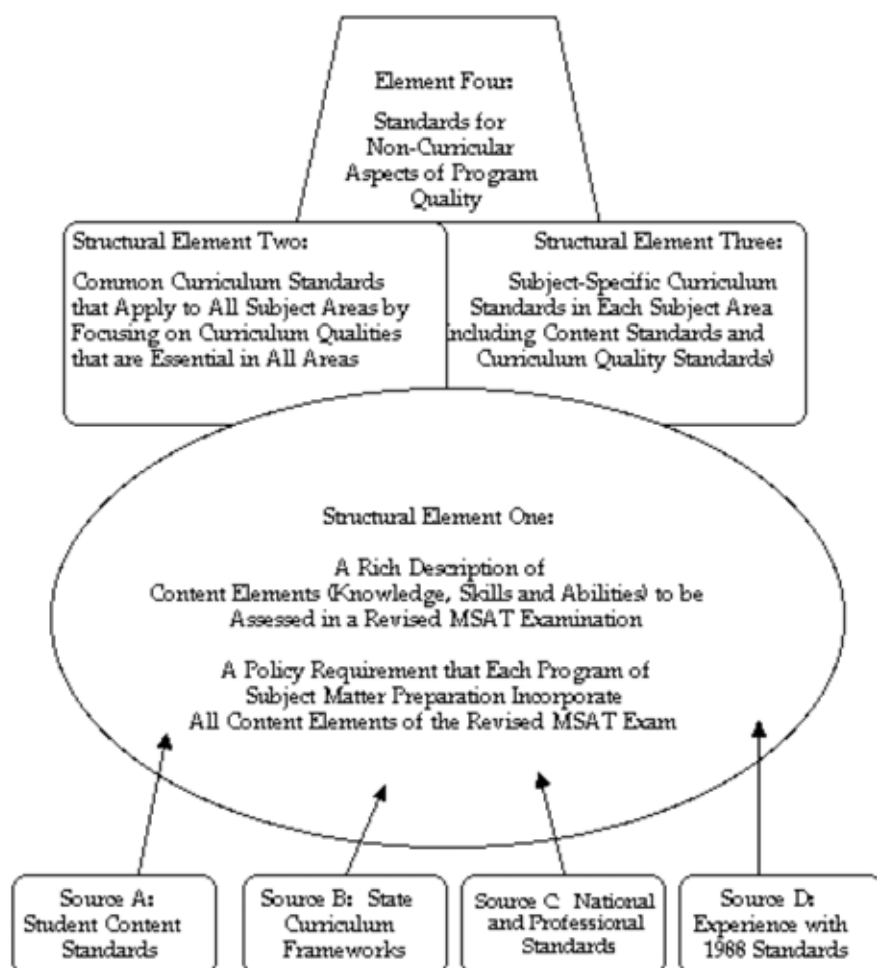
Elementary Subject Matter Advisory Panel  
California Commission on Teacher Credentialing  
2000



**Adopted Student Content  
Standards (K-8),  
State Curriculum  
Frameworks (K-12),  
State Challenge Standards  
and National Standards in  
Each Content Area**

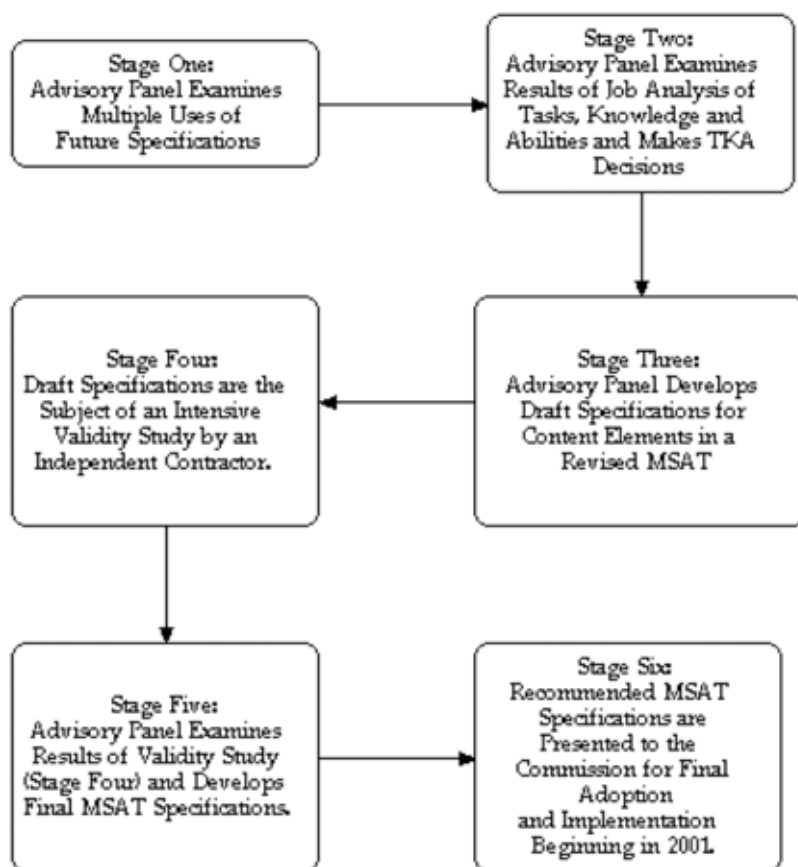
**Diagram Three: Conceptual Structure for Standards for  
the Subject Matter Preparation of Future K-8 Teachers**

Elementary Subject Matter Advisory Panel  
California Commission on Teacher Credentialing  
2000



## Diagram Four: Multi-Stage Plan for Development of Content Specifications for the Multiple Subjects Assessment for Teaching (MSAT)

Elementary Subject Matter Advisory Panel  
California Commission on Teacher Credentialing  
2000



### Part 4: The Development of Teacher Assessments

This final part of the report:

- provides a brief summary of work completed to date in the development of teaching performance expectations and MSAT content specifications;
- describes a revised plan for the analysis of the teaching performance expectations and MSAT content specifications for their alignment and congruence with the *California Standards for the Teaching Profession* and the K-12 Student Content Standards; and
- describes a revised plan for the search of extant teaching performance assessments.

#### Summary of Work Completed

In October 1998, the Commission reviewed staff's *Plan for the Release of Requests for Proposals to Initiate Development of Teaching Performance Expectations and a Teaching Performance Assessment Pursuant to SB 2042*, and authorized the Executive Director to release the Requests for Proposals (RFPs) described in the plan. In June 1999, the Commission approved a contract with WestEd for (a) job analyses and (b) the development of preliminary teaching performance expectations and MSAT content specifications.

To be valid and legally defensible, the SB 2042-mandated teaching performance assessments must be based on pedagogical tasks, knowledge, and abilities that are important for successful teaching in California's K-12 public schools. This requirement applies to the teaching performance assessment to be developed by the Commission, and to any locally-developed assessments that will be created by the sponsors of teacher preparation programs and approved by the Commission. For each assessment to be valid, it must be based on the requirements of teaching jobs, including requirements that are shown to be in effect when the assessment was developed, and requirements that can reasonably be expected to be in effect within a few years after the assessment is implemented. Thus,

the initial major task in the development of teaching performance expectations was to design, implement, and interpret a job analysis of the pedagogical requirements of teaching in California public schools (K-12).

Similarly, to continue to be valid and legally defensible, the MSAT must assess subject matter knowledge, understanding, and skills that are important for successful teaching in self-contained classrooms. It must be based on the requirements of teaching jobs, including requirements that are shown to be in effect when the content specifications are revised, and requirements that can reasonably be expected to be in effect within a few years after the revisions are implemented. These requirements may have recently changed with the adoption of K-12 Student Content Standards, and they may continue to change as the new standards are implemented and new student assessments are developed and administered. Thus, the initial major task in the revision of the MSAT content specifications was to design, implement, and interpret a job analysis of the subject matter requirements needed by self-contained classroom teachers in California.

WestEd has completed large-scale, statewide job analyses to identify (a) the pedagogical tasks, knowledge, and abilities needed by classroom teachers in California (K-12) and (b) the subject matter knowledge, understanding, and skills needed by self-contained-classroom teachers. This work involved the following activities:

- Develop an inventory of pedagogical tasks, knowledge, and abilities and an inventory of subject-matter knowledge, understanding, and skills;
- Select recipients of the job analysis surveys;
- Develop the job analysis surveys;
- Distribute the job analysis surveys and collect the completed surveys; and
- Analyze and summarize the job analysis results and present the results to the SB 2042 Advisory Panel and the Elementary Subject Matter Advisory Panel.

WestEd and Commission staff are currently working with the SB 2042 Advisory Panel and the Elementary Subject Matter Advisory Panel to develop preliminary teaching performance expectations and MSAT content specifications, respectively, on the basis of the job analysis results. This work will be completed and presented to the Commission in September 2000.

In addition, the work necessary to secure a contractor for the validity studies and finalization of the teaching performance expectations and MSAT content specifications has been completed (i.e., development and release of RFP, evaluation of proposals). PERF-3 in this month's agenda summarizes that effort, recommends that a contract be awarded, and describes the major activities that will be part of that contract, which is expected to result in final teaching performance expectations and MSAT content specifications in May 2001.

### **The Alignment and Congruence Review**

The teaching performance assessments required by SB 2042 must by law be (a) aligned with the *California Standards for the Teaching Profession* (CSTP) and (b) congruent with the newly-adopted K-12 student content standards. Similarly, the MSAT content specifications must by law be congruent with the K-12 student content standards. The staff's October 1998 plan included the release of an RFP to secure a contractor who would (a) independently analyze the evolving teaching performance expectations and MSAT content specifications at two points during their development, and (b) report on the extent to which they meet the criteria described above. The results of these analyses would be used to make modifications to the teaching performance expectations and MSAT content specifications, as necessary, to assure that they are consistent with the above-mentioned policies.

In January 2000, the Executive Director released the alignment and congruence RFP. The RFP was sent to over 1,200 individuals and firms Commission staff believed might have the necessary knowledge and skills and might be interested in bidding on the work, or who would know of individuals and firms with these characteristics. This included County Superintendents of Schools, BTSA Directors, Directors of Teacher Education, Directors of Liberal Studies Programs, members of the Commission's Board of Institutional Reviewers, and others. Unfortunately, no one submitted a proposal in response to the RFP.

To accomplish the alignment and congruence reviews, staff is working on a plan that would involve a contract with an independent educational consultant who would recruit, with staff's input, a small group of California educators. The contracted consultant and others would perform and document the required analyses. Staff is asking for approval to enter into a sole source contract for this purpose for a maximum of \$50,000.

## Search for Extant Teaching Performance Assessments

The staff's October 1998 plan included the release of an RFP to secure a contractor who would search for and evaluate extant assessments of teaching performance for possible adoption and use by the Commission. If existing measures were identified that were both consistent with the teaching performance expectations and available for use by the Commission, their adoption and implementation may be less costly than the development of new measures for use by the Commission.

Staff now believe that this effort would lead to unnecessary expense and delay in the implementation of the Commission's teaching performance assessment. Staff is not familiar with any large-scale, statewide, formative and summative teaching performance assessments embedded (or embeddable) in teacher preparation programs that would be consistent with the final teaching performance expectations. This is based on staff's attendance at national conferences, as well as two reports previously completed by contractors for the Commission. Rather than use staff time and resources to release an RFP, secure a contractor, and support a contractor for this purpose, staff plans to implement a smaller scale "spot-checking" based on the previous reports. If anything is identified that might be usable, staff will investigate further.

## Conclusion and Next Steps

The Advisory Panel for the Development of Teacher Preparation Standards will present draft standards, including all of the "products" listed in this report except for the teaching performance assessment and the capacity building initiatives, to the Commission in September, 2000. At that time the Commission is expected to launch an extensive field review and validity study on the draft standards, teaching performance expectations and subject matter content specifications. Following the field review, revised standards for Level I and Level II professional preparation and induction programs, elementary subject matter standards, and subject matter content specifications will be presented to the Commission for adoption. Pursuant to SB 2042, standards for Level II Induction programs will be presented to the Commission, the Superintendent of Public Instruction and the State Board of Education for adoption.

The next phase of work, developing a prototype teaching performance assessment and revising the Multiple Subject Assessment for Teachers (MSAT), can only begin when the validity studies of the teaching performance expectations and subject matter content specifications are complete. Development of the TPA and revision of the MSAT are expected to occur during 2001 and be completed in 2002. Institutions offering teacher preparation programs are not expected to wait until the "prototype" has been developed before responding to the new standards. Commission staff expect that many sponsors of teacher preparation programs will begin the process of transforming their programs in response to new standards as early as one year from now. Toward that end, the Commission is hosting workshops during the summer of 2000 focussed on developing teaching performance assessments. These workshops are intended to build institutional capacity to develop valid and reliable teaching performance assessments that are consistent with the new standards.

## APPENDIX A

### Panel and Task Force Rosters

#### Advisory Panel for the Development of Teacher Preparation Standards

Name	Position	Affiliation
Michael Aiello	Science and Math Teacher, San Luis Obispo High School	San Luis Coastal Unified School District
Russell Antracoli	Principal, Gustine Elementary School	Gustine Unified School District
Michele Britton Bass	Director of Student Teaching and Field Placements	California Lutheran University
Nancy Brownell	Director, Center for the Improvement of Reading Instruction	California State University, Sacramento



<b>Bonnie Brunkhorst</b>	Professor, Geology and Science Education	California State University, San Bernardino
<b>Lu Chang</b>	Director, Single Subject CLAD Program	College of Notre Dame
<b>Margaret DeArmond</b>	Mathematics Teacher, East Bakersfield High School and Academic Stds. Coord.	Kern Union High School District and Kern County Office of Education
<b>David Duran</b>	Assistant Superintendent, Human/Fiscal Resources	Stanislaus County Office of Education
<b>Cynthia George</b>	Teacher, Twin Peaks Middle School	Poway Unified School District
<b>Grace Grant</b>	Associate Professor of Education	Dominican College
<b>Tom Guerin</b>	Teacher	
<b>Elaine Johnson</b>	Assistant to the President	California Federation of Teachers
<b>Leslie Kapner</b>	Teacher Advisor Intergroup Relations	Los Angeles Unified School District
<b>Diane Kingsland</b>	English and Social Studies Teacher, Tetzlaff Middle School	ABC Unified School District
<b>Catherine Lemmon</b>	Coordinator, Teacher Development	San Joaquin County Office of Education
<b>Mary Lewis</b>	Director, District Intern Program	Los Angeles Unified School District
<b>Donna Marriott</b>	K-2 Teacher, Casa de Oro Elementary School	La Mesa-Spring Valley School District
<b>Andrea Maxie</b>	Professor of Education, Division of Curriculum and Instruction	California State University, Los Angeles
<b>Ruth Ann McKenna</b>	Superintendent	New Haven Unified School District
<b>Denise Murray</b>	Chair, Linguistics and Language Development	San Jose State University
<b>Jeannie Oakes</b>	Assistant Dean, Graduate School of Education, UC Los Angeles	Office of the President, University of California
<b>James Richmond</b>	Chair, Professional Studies in Education	California State University, Chico
<b>Athena Waite</b>	Special Education Program Coordinator	University of California, Riverside
<b>Anna Wong</b>	Kindergarten Teacher, Jefferson School	Berkeley Unified School District
<b>Beverly Young</b>	Associate Director, Teacher Education and K-18 Programs	Office of the Chancellor, California State University
<b>Barbara Collier</b>	Liaison	California School Boards Association
<b>Marion Joseph</b>	Liaison	California State Board of Education
<b>Mary Nielsen</b>	Liaison	California State Parent Teacher Association

## Elementary Subject Matter Advisory Panel California Commission on Teacher Credentialing

### K-8 TEACHERS

Ky Bach  
Elementary Teacher  
Cadman Elementary School  
San Diego

Lisa Davies-Ramson  
Elementary Teacher  
Christopher Columbus School  
Daly City

Kathlan Latimer  
Elementary Teacher  
Oakbrook Elementary School  
Fairfield

Gabrielle Thurmond  
Elementary Teacher  
Anna Yates Elementary School  
Emeryville

Nancy Cushen White  
Special Education Teacher  
San Francisco USD

### HISTORY/SOCIAL SCIENCE

Kenneth Curtis  
Liberal Studies Program Coordinator and  
Professor of History  
CSU Long Beach

David Davenport  
Instructor, History and Geography  
Fresno City College

Jean Torcom  
Director of Liberal Studies and Professor of  
Government  
CSU Sacramento

Ruben Zepeda  
History/Social Science Advisor  
Los Angeles Unified School District

### PHYSICAL EDUCATION

Nancy Hennefer  
Elementary Physical Education Teacher  
Creekside Elementary School

Chris Hopper  
Associate Dean  
Teacher Preparation and Credentialing  
College of Professional Studies  
Humboldt State University

### HUMAN DEVELOPMENT

Kenneth Beauchamp  
Professor of Psychology  
University of the Pacific  
Stockton

Judith Ramirez  
Assistant Vice President  
Academic Programs  
CSU Fullerton

### LITERATURE AND LANGUAGE STUDIES

Marilyn Astore  
Assistant Superintendent  
Sacramento County Office of Education

Effie Blubaugh  
Teacher/Literacy Leader  
Lomitas Elementary School  
Victorville

Sharon Klein  
Associate Professor of English  
CSU Northridge

Susan Mach  
Faculty Lecturer  
UCLA Writing Programs/English

### MATHEMATICS

Kurt Kreith  
Professor Emeritus of Mathematics  
UC Davis

Gary Shannon  
Professor of Mathematics  
CSU Sacramento

Cindie Watson  
K-5 Mathematics Specialist  
Tracy Unified School District

### SCIENCE

Doe Brownfield von Helms  
Superintendent/Principal  
Heber School District

Robert Cichowski  
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Professor of Chemistry and Science  
Education  
Cal Poly San Luis Obispo  
Patrick Kenealy  
Professor of Physics and Science  
Education

**VISUAL AND PERFORMING ARTS**

David Connors  
Professor of Music  
CSU Los Angeles

Lee Hanson  
Arts Coordinator  
Palo Alto USD

James Thomas  
The Mid-South California Arts Project  
CSU Northridge

**LIASONS**

Barbara Baseggio  
Manager, Model Programs and Networks  
Elementary Teaching and Learning  
Division  
California Department of Education

Gary Best  
Associate Director  
Teacher Education & K-18 Programs  
California State University Office of the  
Chancellor

**Assessment Task Force  
California Commission on Teacher Credentialing  
1999-2000**

Russ Antracoli, Principal  
Gustine Elementary School  
Gustine, California

Jim Richmond, Chair  
Professional Studies in Education  
California State University, Chico

Ted Bartell, Director of Evaluation  
Los Angeles Unified School District  
Los Angeles, California

Sandy Robertson, Teacher  
Santa Barbara Junior High School  
Santa Barbara, California

Amy Driscoll, Director  
Teaching, Learning & Assessment Center  
California State University, Monterey Bay

Jon Snyder, Director of Teacher Education  
Graduate School of Education  
University of California, Santa Barbara

Richard Duran, Professor  
Graduate School of Education  
University of California, Santa Barbara

Ron Solorzano, Professor  
Department of Education  
Occidental College, Los Angeles

Paul Holland, Professor  
Graduate School of Education and  
Department of Statistics  
University of California, Berkeley

**Commission Support Staff**

David Wright, Director  
Office of Policy and Programs  
Commission on Teacher Credentialing

Roz Myers, Secretary  
Office of Policy and Programs  
Commission on Teacher Credentialing

Amy Jackson, Consultant  
Professional Services Division  
Commission on Teacher Credentialing

**APPENDIX B**

**Draft Table of Contents  
Standards of Quality and Effectiveness for  
Teacher Preparation Programs**

**DRAFT Table of Contents  
Standards of Quality and Effectiveness for  
Teacher Preparation Programs**

1:

**Part Definitions and Preconditions**

2: (Include information about Blended, post-baccalaureate, University and District Internship Programs)

**Part Common Standards**

3:

Common Educational Leadership  
Standard 1:

Common Resources  
Standard 2:

Common Faculty  
Standard 3:

Common Evaluation  
Standard 4:

Common Admissions  
Standard 5:

Common Advice and Assistance  
Standard 6:

Common School Collaboration  
Standard 7:

Common District Field Supervision  
Standard 8:

**Part Level I Program Standards for Post-baccalaureate Degree, University and District Internship Programs and Blended Programs of Undergraduate Teacher Preparation**

4:

**A. Program Design Standards**

Program Program Design  
Standard 1:

Program Collaboration  
Standard 2:

Program Program Diversity, Equity and Access  
Standard 3:

Program Integration of Theory and Practice  
Standard 4:

Program Quality of Field Experiences  
Standard 5:

Program Pedagogical Thinking (habits, reflective practice, informed decision making based on the literature on teaching and learning, attitudes about learners etc.)  
Standard 6:

**B. Opportunity to Learn Standards: Candidate Knowledge and Performance**

Program Level I Teaching Standards based on the *California Standards for the Teaching Profession*  
Standard 7: *Elements:*

- Creating and Maintaining Effective Environments for Student learning
- Planning Instruction and Designing Learning Experiences for Students
- Engaging and Supporting Students in Worthwhile Learning
- Assessing Student Learning
- Developing as a Professional Educator

Program Standard 8:	Reading/ Language Arts standards based on the RICA Content Specifications
Program Standard 9:	Content Specific Applications of the <i>California Standards for the Teaching Profession</i> <i>Elements:</i> Mathematics; History/Social Science; Science
Program Standard 10:	Content Specific Applications based on Adopted Standards and Curriculum Frameworks <i>Elements</i> Visual and Performing Arts; Physical Education; Health; Foreign Language
Program Standard 11:	Grade Level Specific Applications of the CSTP <i>Elements:</i> <ul style="list-style-type: none"> <li>• Teaching Students in Grades K-3</li> <li>• Teaching Students in Grades 4-6</li> <li>• Teaching Students in Grades 6-8</li> <li>• Teaching Students in Grades 9-12</li> </ul>
Program Standard 12:	Computer Technology
Program Standard 13:	Teaching English Learners
Program Standard 14:	Dispositions

### **C. Assessment Quality Standards**

Assessment Standard 1:	Validity of Teaching Performance Assessments
Assessment Standard 2:	Reliability of Teaching Performance Assessments
Assessment Standard 3:	Selection and Training of Assessors
Assessment Standard 4:	Fairness in Assessment
Assessment Standard 5:	Quality of Assessment Administration

### **D. Standards for Blended Programs of Undergraduate Teacher Preparation**

Blended Standard 1:	Concurrent Curriculum
Blended Standard 2:	Connected Curriculum
Blended Standard 3:	Rigorous Curriculum
Blended Standard 4:	Collaboration in Curriculum Development
Blended Standard 5:	Developmental Quality
Blended Standard 6:	Early Advisement
Blended Standard 7:	Guided Early Career Exploration
Blended Standard 8:	Intra-Institutional Collaboration

## Part Level II Induction Standards

5:

### A: Program Design, organization and context

Standard 1: Sponsorship and administration of the program

Standard 2: Program rationale, goals and design

Standard 3: Collaboration

Standard 4: School context and working conditions

Standard 5: Roles and responsibilities of school administrators

### B: Delivery of integrated support and assessment to beginning teachers (CSTP)

Standard 6: Selection of support providers/assessors

Standard 7: Provision of professional development for support providers/assessors

Standard 8: Formative assessment of beginning teacher performance

Standard 9: Development and use of Individualized induction plans

Standard 10: Provision of individualized assistance and support by support providers/assessors

Standard 11: Design and content of formal professional development activities for beginning teachers

### C: Resources and Program Development

Standard 12: Allocation and use of resources

Standard 13: Program development, evaluation and accountability

## Part Appendices

6:

Appendix A: Education Code Requirements for Earning Level I and Level II Credentials



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## California Commission on Teacher Credentialing

**Meeting of:**

June 7-8, 2000

**Agenda Item Number:**

PERF-3

**Committee:**

Performance Standards

**Title:**

Recommended Award of a Contract for the Development of Final Teaching Performance Expectations for the Teaching Performance Assessment and Content Specifications for the Multiple Subjects Assessment for Teachers (MSAT)

✓ Action

**Prepared by:**

Bob Carlson, Ph.D., Administrator  
Professional Services Division

## Summary of an Agenda Report

### Recommended Award of a Contract for the Development of (a) Final Teaching Performance Expectations and (b) Content Specifications for the Multiple Subjects Assessment for Teachers (MSAT)

Professional Services Division

May 23, 2000

#### Overview of this Report

In March 2000, the Executive Director released a Request for Proposals (RFP) for validity studies and finalization of (a) teaching performance expectations, which will serve as the bases for the teaching performance assessments pursuant to SB 2042, and (b) content specifications for the Multiple Subjects Assessment for Teachers (MSAT). Proposals were due on May 10, 2000. Proposals were received from American Institutes for Research (AIR) and Terranova Consulting Group. A Proposal Review Team participated in a three-stage proposal review process in which each proposal was carefully reviewed and evaluated. As a result, staff recommends that a contract be signed with AIR, the sponsor of the highest scored proposal. This report describes the RFP, the proposal review process, the results of that process, the major features of the planned work and the recommended contract with AIR.

#### Policy Issue to be Resolved by the Commission

Should the Commission authorize the Executive Director to sign a contract with AIR for validity studies and finalization of teaching performance expectations and content

## Relationship to the Commission's Strategic Goals and Objectives

*Goal One:* Promote educational excellence in California schools.

*Objective One:* Develop candidate and program standards.

*Objective Two:* Develop and administer teacher assessments.

## Contributions of this Report to the Implementation of SB 1422 Reforms

To develop a teaching performance assessment as required by SB 2042 and recommended by the SB 1422 Advisory Panel, the Commission has sponsored the development of teaching performance expectations. The recommended contract discussed in this report includes the development of final teaching performance expectations. The Commission's teaching performance assessment would be finalized pursuant to one or more subsequent contracts.

## Fiscal Impact Statement

The Commission's budget for 1999-00 includes sufficient funds to support the recommended contract discussed in this report.

## Recommendation

Staff recommends that the Commission authorize the Executive Director to enter into a contract as described below:

- Contract Number TCC-9047
- Contractor American Institutes for Research
- Contracting Period Upon approval by the Department of General Services, until June 30, 2001
- Purpose of Contract To conduct validity studies and finalize teaching performance expectations and content specifications for the MSAT
- Method of Procurement Request for Proposals
- Total Contract Amount \$552,849
- Source of Funding Test Administration and Development Account

## Overview of this Report

In March 2000, the Executive Director released a Request for Proposals (RFP) for validity studies and finalization of (a) teaching performance expectations, which will serve as the bases for the teaching performance assessments pursuant to SB 2042, and (b) content specifications for the Multiple Subjects Assessment for Teachers (MSAT). Proposals were due on May 10, 2000. Proposals were received from American Institutes for Research (AIR) and Terranova Consulting Group. A Proposal Review Team participated in a three-stage proposal review process in which each proposal was carefully reviewed and evaluated. As a result, staff recommends that a contract be signed with AIR, the sponsor of the highest scored proposal. This report describes the RFP, the proposal review process, the results of that process, the major features of the planned work and the recommended contract with AIR.



This report is divided into the following four parts:

[Part 1](#): Previous Related Activities by the Commission

[Part 2](#): Summary of the Proposal Solicitation Process

[Part 3](#): The Proposal Review Process and Results

[Part 4](#): Major Features of the Planned Work and the Recommended AIR Contract

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## **Part 1**

### **Previous Related Activities by the Commission**

In October 1998, after reviewing staff's *Plan for the Release of Requests for Proposals to Initiate Development of Teaching Performance Expectations and a Teaching Performance Assessment Pursuant to SB 2042*, the Commission authorized the Executive Director to release the Requests for Proposals (RFPs) described in the plan. In November 1998 the first RFP in the plan was released. Its purpose was to identify a contractor who would (a) develop final teaching performance expectations for California Level I teaching credential candidates and (b) review and potentially revise the MSAT content specifications. A single proposal was received in response to that RFP, from Educational Testing Service (ETS).

In February 1999, the Commission decided not to award the contract to ETS due to conceptual and methodological issues, as well as concerns about the timeline, in the ETS proposal. Instead, the Commission authorized the Executive Director to release two new RFPs, that together would have the same scope of work as the original (November) RFP. One RFP would be for (a) job analyses and (b) the development of *preliminary* teaching performance expectations and MSAT content specifications (Tasks 1 and 2 in the November RFP). The second, subsequent RFP would be for (a) validity studies and (b) the development of *final* teaching performance expectations and MSAT content specifications (Tasks 3 and 4 in the November RFP).

In March 1999, the first of these two RFPs was released, and in June 1999, the Commission approved a contract with WestEd for (a) job analyses and (b) the development of *preliminary* teaching performance expectations and MSAT content specifications. The WestEd work is nearing completion. Preliminary teaching performance expectations and MSAT content specifications, developed on the basis of job analyses, are planned for presentation to the Commission in September 2000. In March 2000, the Executive Director released the RFP for (a) validity studies and (b) the development of *final* teaching performance expectations and MSAT content specifications. The proposals received in response to the March 2000 RFP are the primary subjects of this report.

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## **Part 2**

### **Summary of the Proposal Solicitation Process**

This part of the report summarizes the contents and distribution of the RFP and identifies the bidders from whom proposals were received. [Part 3](#) describes the proposal review process and results.

#### **The Request for Proposals**

The Executive Director in March 2000 released the *Request for Proposals for Validity Studies and Finalization of (a) Teaching Performance Expectations for California Level I Teaching Credential Candidates, and (b) Content Specifications for the Multiple Subjects Assessment for Teachers (MSAT)*. The RFP asked bidders to provide detailed plans for completing the scope of work described in the RFP, and evidence of their capacity to perform effectively. The RFP included background information about the teaching performance assessments and the MSAT, contractual information and requirements, proposal requirements, a description of the proposal review process including the evaluation criteria, several appendices, and descriptions of the two scopes of work summarized below.

Scope of Work I: Validity Study and Finalization of Teaching Performance Expectations for California Level I Teaching Credential Candidates

The RFP described the purpose of the work related to the development of final teaching

performance expectations (TPEs) for Level I teaching credential candidates, and the two major tasks that the Commission expects the contractor, working closely with the SB 2042 Advisory Panel, Commission staff, and others, to implement for this purpose. The tasks are:

- Implement a validity study of the preliminary TPEs
- Develop final TPEs

Each of these tasks was described in detail in the RFP and is summarized in [Part 4](#) of this report.

#### Scope of Work II: Validity Study and Finalization of the MSAT Content Specifications

The RFP described the purpose of the work related to the development of final MSAT content specifications, and the two major tasks that the Commission expects the contractor, working closely with the Elementary Subject Matter (ESM) Task Force, Commission staff, and others, to implement for this purpose. The tasks are:

- Implement a validity study of the preliminary MSAT content specifications
- Develop final MSAT content specifications

Each of these tasks was described in detail in the RFP and is summarized in [Part 4](#) of this report.

### **Release and Distribution of the RFP**

On March 24, 2000, the RFP was mailed to 63 potential bidders across the nation. In the distribution process, the Executive Director mailed the RFP to every firm and every individual who (a) has done assessment work in the field of teacher certification of which Commission staff is aware, (b) has expressed an interest in receiving RFPs from the Commission in the past, or (c) was recommended by SB 2042 Advisory Panel members, Commissioners, or staff. In addition, the RFP was advertised on the Electronic California State Contracts Register (ECSCR) and with a RFP clearinghouse known as BidNet. Four additional RFPs were sent to potential bidders who learned about it after it was released, either from BidNet or the ECSCR. One of these was Terranova Consulting Group, who subsequently submitted a proposal.

The RFP indicated that proposals were due at the Commission office by 10:00 a.m. on May 10, 2000, and that there would be a Bidders' Conference on April 10, 2000. Potential bidders were encouraged to submit a Notice of Intent to Bid and substantive questions about the RFP or contract to the Commission. (Potential bidders were informed that submission of a Notice of Intent to Bid did not obligate a potential bidder to submit a proposal, nor did lack of a Notice of Intent to Bid prevent a potential bidder from submitting a proposal.) Notices of Intent to Bid were received from three firms.

### **Bidders' Conference**

As indicated in the RFP, Commission staff held a Bidders' Conference in Sacramento on April 10, 2000. The purpose of the conference was to give potential bidders an opportunity to ask questions about the RFP and the anticipated contract. Representatives from two firms attended the conference. Commission staff began the conference with an overview of the RFP. Potential bidders then posed, and Commission staff responded to, questions. Following the conference, staff sent to all three potential bidders who had submitted a Notice of Intent to Bid a written summary of the questions and answers that were discussed at the conference.

### **Proposals Received in Response to the RFP**

Two proposals were delivered to the Commission in response to the RFP. Proposals were received from:

- American Institutes for Research (AIR), Palo Alto, California
- Terranova Consulting Group, Orinda, California

After 10:00 a.m. on May 10, 2000, the proposal review process began, as described below.

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## **Part 3**

### **The Proposal Review Process and Results**

Proposals submitted in response to the RFP were reviewed in three stages as described in the RFP and below. The proposal review process was conducted according to guidelines established in the *State Contracting Manual* for conducting competitive bidding procedures. A five-member Proposal Review Team participated in the evaluation and scoring of the proposals.

### **The Proposal Review Team**

The Proposal Review Team was comprised of individuals with various areas of expertise so each team member's unique perceptions would complement those of other team members. No team member was expected to be an "expert" in all areas to be evaluated, nor was the outcome of the proposal review process unduly influenced by any one person or point of view. For this proposal review, all of the individuals on the team were members of the Commission's staff, and all have been involved in the development of the teaching performance expectations and/or MSAT content specifications. The Proposal Review Team members are listed below:

- Darya Callihan  
Assistant Consultant, Examinations and Research  
Division of Professional Services
- Bob Carlson  
Administrator, Examinations and Research  
Division of Professional Services
- Amy Jackson  
Consultant, Examinations and Research  
Division of Professional Services
- Marie Schrup  
Consultant, Program Evaluation and Research  
Division of Professional Services
- David Wright  
Director  
Office of Policy and Programs

### **The Proposal Review Process**

#### **Proposal Review Stage 1**

The first stage of the review focused on the compliance of the bidders with the legal and format requirements specified in the RFP as "Proposal Evaluation Criteria: Part I." These criteria are reproduced as Table 1 on the next page. To be considered responsive to the RFP, a proposal had to conform to these requirements. Dr. Carlson reviewed each proposal and determined that it met the requirements described in [Table 1](#).

#### **Proposal Review Stage 2**

The second stage of the proposal review process consisted of independent reviews of the proposals by members of the Proposal Review Team. This portion of the review was based on the "Proposal Evaluation Criteria: Part II" specified in the RFP and reproduced as [Table 2](#).

Stage 2 of the proposal review process began on May 10, 2000, with an orientation and training meeting of the Proposal Review Team. Prior to the meeting, team members were to have read the RFP, the substantive questions (with staff responses) submitted by prospective bidders, and the summary of the Bidders' Conference. At the orientation and training meeting, the following topics were addressed:

- Overview of the RFP and Other Correspondence to Potential Bidders
- Overview of the Proposal Review Process
- Description of Stage 2 of the Proposal Review Process
- Discussion of the Proposal Evaluation Criteria

Team members received a written overview of the proposal review process, a written description of Stage 2, a table designed to encourage team members to use the full range of points available when assigning scores to a proposal, and a copy of each proposal. In

addition, team members were given a Proposal Review Documentation Form for each proposal. For each evaluation criterion in [Table 2](#), the Proposal Review Documentation Form had space for recording an initial score and any notes, questions, or concerns a team member might have about the bidder's response. Following the May 10 orientation and training meeting, Proposal Review Team members independently read and awarded initial scores to the proposal.

Table 1

Proposal Evaluation Criteria: Part I

Yes _____	No _____	Proposal was received at or before 10:00 a.m., May 10, 2000, at the office of the California Commission on Teacher Credentialing.
Yes _____	No _____	Ten complete copies of the proposal were received.
Yes _____	No _____	The cover page of the proposal identifies the bidder and includes a statement, with an appropriate signature, that the proposal is an authorized request for a contract with the Commission.
Yes _____	No _____	The bidder either meets the goal for disabled-veteran business enterprise participation, or has documented a good faith effort to do so as described in the RFP.

As described in Part Seven of the RFP, the proposal has the following required elements each organized as required and with the required information.

Yes _____	No _____	A Cover Page
Yes _____	No _____	A Table of Contents
Yes _____	No _____	An Introduction
Yes _____	No _____	Section 1: Validity Study and Finalization of Teaching Performance Expectations for California Level I Teaching Credential Candidates
Yes _____	No _____	Section 2: Validity Study and Finalization of the MSAT Content Specifications
Yes _____	No _____	Section 3: Schedules
Yes _____	No _____	Section 4: Bidder Capability
Yes _____	No _____	Section 5: Project Costs and Small Business Preference
Yes _____	No _____	Section 6: Technical Information

Table 2

Proposal Evaluation Criteria: Part II  
Criteria for the Evaluation of Proposals

	Maximum Score
(1) Plan for Validity Study and Finalization of Teaching Performance	95

Expectations. The proposal provides a feasible, complete, and both technically and legally defensible plan for the validity study and finalization of the TPEs as described in Part Two of the RFP. Sufficient detail is provided to know what the bidder plans to do. The bidder clearly understands the key issues involved in the tasks to be performed. The proposal presents clear evidence that the bidder will provide high quality products and services.

- Task IA (Validity Study) 60
- Task IB (Final TPEs) 35

- (2) Plan for the Validity Study and Finalization of the MSAT Content Specifications. The proposal provides a feasible, complete, and both technically and legally defensible plan for the validity study and finalization of the MSAT content specifications as described in Part Three of the RFP. Sufficient detail is provided to know what the bidder plans to do. The bidder clearly understands the key issues involved in the tasks to be performed. The proposal presents clear evidence that the bidder will provide high quality products and services. 70

- Task IIA (Validity Study) 45
- Task IIB (Final Specifications) 25

- (3) Project Schedule. The proposal includes a well-organized, properly sequenced, and feasible project schedule that (a) efficiently integrates the validity study and finalization of the TPEs and the validity study and finalization of the MSAT content specifications, and (b) meets the critical project dates specified in Part Four of the RFP. 45

- (4) Bidder Capability. The proposal demonstrates that the bidder has (a) experience and expertise in validity studies, the development of examination and/or performance assessment specifications, and/or similar studies, and (b) sufficient resources to conduct the contracted tasks and provide the contracted products and services with high quality within the proposed timeline. The bidder possesses expertise in all areas essential to the project. If subcontractors are proposed, they also have the experience, resources, and expertise to provide the products and services for which they would be responsible. The proposal includes a sound, feasible plan to organize managers and staff members (including subcontractors, if proposed) to deliver the required products and services efficiently and with high quality. Key duties would be assigned to individuals with essential expertise, experience, and time to complete their responsibilities. 75

- Bidder experience 10
- Bidder resources 15
- Sound, feasible organizational plan 10
- Qualifications and experience of key staff 40

- (5) Project Costs. The costs proposed by the bidder are reasonable in relation to the products and services to be provided, and competitive in relation to the costs proposed by other bidders. 95

- Costs for the TPE work 55

- Costs for the MSAT work 40

- (6) Presentation. The proposal is clearly written, to the point, and well-organized. Ideas are presented logically and all requested information is presented skillfully without redundancy. 20

### Maximum Possible Score

400<sup>1</sup>

<sup>1</sup>In the RFP, the maximum score for criterion 3 (Project Schedule) was 20, and the total maximum score was 375. After two potential bidders expressed concern about the timeline, all potential bidders were notified that (a) they could propose an alternate timeline, but that would put them at a competitive disadvantage with bidders who proposed to do the work according to the timeline described in the RFP, and (b) the maximum score for criterion 3 had been increased to 45, and the total maximum score increased to 400.

### Proposal Review Stage 3

Stage 3 of the proposal review process took place in Sacramento on May 18, 2000. The Proposal Review Team met to share and discuss the results of their independent reading and initial scoring of the two proposals. At the meeting, team members reported their initial scores for each proposal, discussed strengths and weaknesses of each proposal, and assigned a second set of scores. A team member's second set of scores could be the same as or different from the initial scores assigned by that team member during Stage 2.

Using the second set of scores, mean criterion scores for each proposal were computed across team members. For each proposal, the mean criterion scores were summed to yield a total score.

### Results of the Proposal Review Process

The final total score earned by each proposal is shown in Table 3 below.

**Table 3**  
**Final Score and Percent of**  
**Total Possible (400) for Each Proposal**

Score	%	Bidder
298	75	American Institutes for Research (AIR), Palo Alto, California
223	56	Terranova Consulting Group, Orinda, California

NOTE: Scores and percentages rounded to the nearest whole number. Terranova's score includes the small business preference.

Working independently during Stage 2 of the proposal review process, each of the Proposal Review Team members judged the AIR proposal to be superior to the Terranova proposal. This pattern was maintained in Stage 3 because each team member decided not to change their initial scores. Consequently, the proposal submitted by AIR earned the highest final score during Stage 3 of the process: 298 points out of 400 possible (%). The Proposal Review Team concluded unanimously to recommend that the Commission award the contract to AIR.

There were two primary reasons the AIR proposal was rated higher than the proposal from Terranova. First, AIR as a corporation and the individual AIR staff bid for the project, have more experience than Terranova in large-scale survey research in general, and in survey research in education, specifically. Second, the AIR proposal was much more detailed in describing the scopes of work and the associated issues than was the Terranova proposal. AIR was much more specific than Terranova in describing what they would do to implement the project. Although Terranova's proposed cost of \$439,504 was less than AIR's proposed

cost of \$552,849, the Proposal Review Team believed that this was a reflection of a less sophisticated understanding on Terranova's part of the significant issues involved in the project, and of fewer professional hours bid for the project.

On the basis of the results of the three-stage proposal review process, staff recommends that the Commission award the contract to AIR. The major features of the planned work and the recommended contract are described next in Part 4.

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## **Part 4**

### **Major Features of the Planned Work and the Recommended AIR Contract**

This part of the report summarizes the major features of the planned work and the recommended contract with AIR. The work involves two major tasks for both the teaching performance expectations and the MSAT content specifications. Each task is summarized below.

#### **Task IA: Implement a Validity Study of the Preliminary Teaching Performance Expectations**

The contractor will implement a validity study of the preliminary TPEs involving teachers, school administrators, teacher educators, and parent/parent representatives. The validity study, which will take place in the fall of 2000, will consist of (a) a statewide survey and (b) focus groups. The statewide survey will solicit judgments about the validity of the preliminary TPEs (e.g., their importance for successful teaching, their necessity for beginning teachers). It will be administered both as a paper-and-pencil survey mailed to recipients, as well as a Web-based survey that participants can complete on-line. Participants will select which mode they use to complete the survey. The focus groups will be a chance for Commission and AIR staff to discuss the preliminary TPEs with survey recipients and get more in-depth opinions about the TPEs.

The results of this study will be used to develop final teaching performance expectations. The validity study will help ensure the content validity and legal defensibility of the resulting teaching performance assessments. The contractor will work with the SB 2042 Advisory Panel, the Assessment Task Force, and Commission staff to implement the validity study and use the results to develop the final TPEs that, once reviewed and adopted by the Commission, will be the basis for all SB 2042 teaching performance assessments.

The implementation of the validity study of the preliminary TPEs will involve six primary activities:

- Select recipients of validity study surveys
- Develop validity study surveys
- Distribute validity study surveys and collect completed surveys
- Plan and convene focus group meetings
- Analyze and summarize survey and focus group results
- Present validity study results to the SB 2042 Advisory Panel

#### **Task IB: Develop Final Teaching Performance Expectations**

Following the validity study of the preliminary TPEs, AIR will work with the SB 2042 Advisory Panel and Commission staff to finalize the TPEs on the basis of the validity study results. The Bias Review Committee will review the TPEs for elements that might be biased against or offensive to candidates based on their ethnicity, gender, or other background characteristics. Staff plans to present final TPEs for the Commission's review and adoption in May 2001.

#### **Task IIA: Implement a Validity Study of the Preliminary MSAT Content Specifications**

The contractor will implement a validity study of the preliminary MSAT content specifications involving teachers in self-contained and core classrooms, special education teachers, administrators, curriculum/content specialists, and college faculty. The validity study will consist of a statewide survey of these groups and will occur in the fall of 2000. The statewide survey will solicit judgments about the validity of the preliminary MSAT content specifications (e.g., their importance for successful teaching, their necessity for beginning teachers). It will be administered both as a paper-and-pencil survey mailed to recipients, as well as a Web-

based survey that participants can complete on-line. Participants will select which mode they use to complete the survey.

The results of this study will be used to develop final MSAT content specifications. The validity study will help ensure the content validity and legal defensibility of the MSAT. The contractor will work with the ESM Task Force, the Assessment Task Force, and Commission staff to implement the validity study and use the results to develop the final MSAT content specifications that, once reviewed and adopted by the Commission, will be the basis for a revised MSAT.

The implementation of the validity study of the preliminary MSAT content specifications will involve five primary activities:

- Select recipients of validity study surveys
- Develop validity study surveys
- Distribute validity study surveys and collect completed surveys
- Analyze and summarize the validity study results
- Present validity study results to the ESM Task Force

### **Task IIB: Develop Final MSAT Content Specifications**

Following the validity study of the preliminary MSAT content specifications, AIR will work with the ESM Task Force and Commission staff to finalize the specifications on the basis of the validity study results. The Bias Review Committee will review the specifications for elements that might be biased against or offensive to candidates based on their ethnicity, gender, or other background characteristics. Staff plans to present final MSAT content specifications for the Commission's review and adoption in May 2001.



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## California Commission on Teacher Credentialing

**Meeting of:**

June 7-8, 2000

**Agenda Item Number:**

PERF-4

**Committee:**

Performance Standards

**Title:**

Proposed Beginning Teacher Support and Assessment Program (BTSA) Expenditure Plan 2000/01

✓ Action

**Prepared by:**Terry Janicki, Ph.D., Consultant  
Professional Services Division

### The Governor's Proposed Budget for BTSA Programs in 2000-2001: Plan for Statewide Program Expansion

Professional Services Division  
Commission on Teacher Credentialing  
May 18, 2000

#### Executive Summary

For the 2000-01 fiscal year, Governor Davis has proposed a state budget which included a \$87.4 million budget for the BTSA Statewide System. This report includes the proposed BTSA expenditure plan for the 2000-01 fiscal year that has been developed by the BTSA Interagency Taskforce. The following plan is being submitted to both the Commission and the California Department of Education for approval. Following signing of the 2000-01 State Budget Act, the two state agencies will submit the approved expenditure plan to the Department of Finance for approval. Once the Department of Finance approves the plan the BTSA Interagency Taskforce will allocate the funds as outlined in the plan.

#### Policy Issues to be Considered

Should the California Commission on Teacher Credentialing and the California Department of Education approve the BTSA expenditure plan for the 2000-01 fiscal year that has been developed by the BTSA Interagency Taskforce?

#### Fiscal Impact Statement

For the 2000-01 fiscal year, Governor Davis has proposed a state budget which included a \$87.4 million budget for the BTSA Statewide System. These funds will be allocated by the California Department of Education.

#### Recommendation

## **Part One: Background Information**

The Beginning Teacher Support and Assessment (BTSA) Program was established by the Legislature and Governor Wilson as a consequence of a pilot study by the California Commission on Teacher Credentialing and the California Department of Education, which was called the California New Teacher Project (CNTP). This initial section of the report describes the BTSA Program, its origins in the CNTP, its purposes, and the current status of the BTSA budget.

### **Building BTSA on the Research Findings of the Pilot Study**

The California New Teacher Project was a large-scale pilot project to test alternative models for (1) supporting and assisting the professional induction of first-year and second-year teachers, and (2) assessing their competence and performance in the classroom. During its "peak" year (1990-91), the CNTP included 37 local pilot programs; over the entire four years, more than 3,000 beginning teachers and more than 1,500 experienced teachers participated in the CNTP.

Because the California New Teacher Project was seen primarily as a pilot effort to inform future policy directions, significant time and resources were devoted to evaluation and research activities over the course of the four years. Lawmakers required that each alternative program of support and assessment be evaluated in terms of the following criteria:

- effectiveness at retaining in teaching those individuals who show promise of becoming expert professionals;
- effectiveness at improving the pedagogical content knowledge and skills of the beginning teachers who are retained;
- effectiveness at improving the ability of beginning teachers to teach students who are ethnically, culturally, economically, academically, and linguistically diverse;
- effectiveness at identifying beginning teachers who need additional assistance and, if that additional assistance fails, who should be removed from the education profession;
- the extent to which each alternative method of supporting or assessing new teachers would, if it were added to the other state requirements for teaching credentials, make careers in education more or less appealing to prospective teachers; and
- the relative costs of each method in relation to its beneficial effects.

The California Commission on Teacher Credentialing and the California Department of Education were given joint responsibility to administer the California New Teacher Project (1988-92) and to monitor the ongoing research activities. On the basis of competitive bids, the agencies selected two highly qualified external contractors to complete the re-search and evaluation work. The Southwest Regional Educational Laboratory (SWRL) evaluated the 37 support programs for new teachers. The Far West Laboratory (FWL) for Educational Research and Development evaluated existing and alternative forms of new teacher assessment.

Lawmakers also specified that the Commission and the Department be advised by a panel representing major educational organizations during the course of this pilot study. This advisory panel included representatives of the following organizations:

- California Teachers Association
- California Federation of Teachers
- United Teachers of Los Angeles
- Association of California School Administrators
- California State University
- University of California
- Association of Independent California Colleges and Universities
- California Council for the Education of Teachers
- California Association of Colleges for Teacher Education
- California School Boards Association
- California State Congress of Parents, Teachers and Students (PTA)

This panel played a key role in shaping the direction of research, reviewing the implications of interim reports, and informing the eventual policy recommendations.

At the conclusion of each year of the CNTP, the two research laboratories (SWRL and FWL) submitted detailed research findings in extensive technical reports to the Commission and the Department. During the fourth year (1991-92), the findings of three years of work were carefully summarized, synthesized and presented to the Commission and the Superintendent of Public Instruction. The most significant findings of the three-year pilot study were summarized in *Success for Beginning Teachers*, which was adopted by the Superintendent and the Commission and submitted to the Legislature. The policy recommendations in *Success for Beginning Teachers* were accurately reflected in Senate Bill 1422, the legislation by Senator Bergeson that the Commission sponsored to create the BTSA Program.

### **Summary of CNTP Pilot-Study Findings**

In the final report of the CNTP, the Commission and the Department reported several significant findings. Fewer than half of California's school districts provide the support and training that beginning teachers need to become better teachers, remain in the teaching profession, and help their students become better learners. In addition, the current assessments of prospective and novice teachers do not effectively assure the public that teaching credentials are granted only to competent individuals. The CNTP demonstrated that intensive support, continued preparation and informative assessments of teachers in their first professional years result in significantly better instruction for students.

The pilot study report entitled, "*Success for Beginning Teachers: The California New Teacher Project*," included several significant policy recommendations. The Commission and the Department used the following terms to recommend that California be proactive in ensuring the success and verifying the effectiveness of all new teachers.

To increase beginning teacher success and effectiveness, state education policies governing teacher preparation, induction, credentialing and professional development need to be redesigned to provide for a better transition from *student of teaching to the role of teacher*. California needs to establish an integrated system of new teacher support and assessment, beginning with university preparation and continuing through induction into teaching. More effective induction of new teachers would include a gradual introduction to the norms and responsibilities of teaching, advice and assistance from experienced colleagues, and useful information about each teacher's performance compared to established expectations for what beginning teachers should know and be able to do. Sufficient state and local resources, including new funds as they become available, must be committed to the success of beginning teachers (*Success for Beginning Teachers*, pages 2-3).

In response to these recommendations, Governor Wilson established the Beginning Teacher Support and Assessment Program in the State Budget for 1992-93. After considerable discussion of *Success for Beginning Teachers* in 1992, the Legislature concurred with the Governor's proposal and included \$4.9 million for grants to initiate this new state program in local schools. In 1992-93, fifteen excellent local programs were funded in a competitive selection process designed to identify the most promising programs of support and assessment for new teachers. One year later (1993-94), a second invitation led to the selection of fifteen additional programs in districts and counties that were not included in the initial grants. From 1993-94 until 1995-96, the Department and the Commission maintained funding for the thirty BTSA Programs. During these years, there were no opportunities to create new programs or to expand existing programs because of limitations in state budget resources.

### **Statutory Purposes of the BTSA Program**

In 1997, the Legislature and Governor Wilson enacted Assembly Bill 1266 (Mazzoni), which established the following purposes of the BTSA System.

- To provide an effective transition into the teaching career for first-year and second-year teachers in California.
- To improve the educational performance of students through improved training, information, and assistance for new teachers.
- To enable beginning teachers to be effective in teaching students who are culturally,

linguistically, and academically diverse.

- To ensure the professional success and retention of new teachers.
- To ensure that a support provider provides intensive individualized support and assistance to each participating beginning teacher.
- To improve the rigor and consistency of individual teacher performance assessments and the usefulness of assessment results to teachers and decision makers.
- To establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession adopted by the commission in January, 1997.
- To examine alternative ways in which the general public and the educational profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence.
- To ensure that an individual induction plan is in place for each participating beginning teacher and is based on an ongoing assessment of the development of the beginning teacher.
- To ensure continuous program improvement through ongoing research, development, and evaluation.

These ten purposes require the use of support and assessment standards to improve the performance of beginning teachers in order to maximize their students' learning opportunities. In 1997, AB 1266 charged the Commission and Superintendent to use standards of program quality and new teacher performance as the primary bases for approving local BTSA Programs.

### **BTSA Funding for Local Assistance Grants**

The following chart shows the history of state funding for local assistance grants in the BTSA Program since its inception.

Fiscal Year	Funds for Local BTSA Grants
-------------	-----------------------------

1992-93	\$ 4.9 Million
1993-94	5.0 Million
1994-95	5.2 Million
1995-96	5.5 Million
1996-97	7.5 Million
1997-98	17.5 Million
1998-99	66.0 Million
1999-00	72.0 Million
2000-01	87.4 Million

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## **Part Two: BTSA Expenditure Plan for the 2000-01 School Year**

For the 2000-01 fiscal year, Governor Davis has proposed a state budget which included a \$87.4 million budget for the BTSA Statewide System. The following section of this report is the proposed BTSA expenditure plan for the 2000-01 fiscal year that has been developed by the BTSA Interagency Taskforce. The following plan is being submitted to both the Commission and the California Department of Education for their approval. Following signing of the 2000-01 State Budget Act, the two state agencies will submit the approved expenditure plan to the Department of Finance for their approval, as required by law. Once the Department of Finance approves the plan the BTSA Interagency Taskforce will allocate the funds as outlined in the plan.

### **Expansion of BTSA Services Beginning July 2000**

In 1999-2000, 132 local BTSA programs served 23,000 beginning teachers. In May 2000, previously funded BTSA programs that wished to serve additional new teachers submitted expansion plans. In addition, 13 new local BTSA programs submitted implementation plans. These expansion and implementation plans will add 3,500 new beginning teachers to the statewide total. Thus, beginning in the 2000-01 school year the statewide BTSA system will be serving 26,500 beginning teachers in 145 local BTSA programs for a total cost of

\$83,475,000 (26,500 BTs x \$3,150/BT).

### **Districts Not Currently Participating in BTSA**

Currently over 90% of eligible beginning teachers are in districts that are offering BTSA services. Nonetheless, each of the five Cluster Consultants, within their regions, will need to contact all districts that are not currently participating in BTSA to encourage them to do so. Districts that choose to apply for BTSA funding will be offered a choice of the two options listed below.

**Option One: Receiving a Planning Grant.** Each school district not participating in BTSA will be invited to apply for a planning and start-up grant of \$50,000 for the purpose of developing a new BTSA Program. During the planning and start-up period, which could take six months, the planning grant recipients will receive expert technical and programmatic assistance from their assigned Cluster Consultants. These programs will be required to develop *Program Implementation Plans* based on the 13 Program Quality Standards to serve eligible first- and second-year beginning teachers in the participating district(s). We project that as many as ten additional programs may receive planning grants for an additional expenditure of (10 x \$50,000) \$500,000.

**Option Two: Joining a Currently-Funded Program.** Alternatively, each school district not participating in BTSA will be invited to initiate contact with a currently funded BTSA Program that might be able to include the non-funded district in a consortium arrangement. The Cluster Consultants will be responsible for facilitating conversations between non-funded districts and currently funded programs for the purpose of exploring potential linkages. Currently funded programs that want to add new districts will be required to submit expansion plans and budgets that include the new districts.

### **BTSA Cluster Consultants and Professional Development Leaders**

In February 1998 the Commission approved an expenditure plan that included the appointment of five BTSA Cluster Consultants to assist programs in planning effective services and in preparing for the delivery of those services.

**BTSA Cluster Consultants.** In 1998-99 five regional consultants (Cluster Consultants) were selected to assist local programs. Each BTSA Cluster Consultant works with approximately thirty programs, including planning grant recipients, newly-funded programs, and previously-funded programs. The Consultants provide technical support to single programs and to cluster-groups of programs. The Consultants:

- Assist programs in designing, implementing, refining, and evaluating their services to beginning teachers.
- Assist induction programs in building capacity to provide professional services to all personnel involved in local programs.
- Disseminate information about teacher induction programs to all participants within geographic region and collaborate with other consultants statewide and with administrative agency staff to ensure ongoing program improvement.
- Provide technical assistance to planning grant recipients and to implementing programs.
- Oversee support functions including meeting logistics, information dissemination and public relations within the cluster.
- Assist in establishing and maintaining a statewide database for all BTSA program participants.
- Report to the State BTSA Task Force.

Funding for the Cluster Consultants includes salaries, benefits, clerical support, travel, and supplies.

**Professional Development Leaders.** As the number of programs and beginning teachers participating in the programs more than doubled in size, the Commission and Superintendent in August 1998 approved a plan to increase the number of Cluster Consultants to provide services to programs. Rather than increase the number of clusters to eleven a decision was made to create two member professional teams to assist each of the five clusters. The second professional position created is called a Professional Development Leader. In addition, Los Angeles United School District has received their own Professional Development Leader to assist with all the training needed by LAUSD. In 1998-99, six Professional Development Leaders (PDLs) were selected to work in collaboration with their

Cluster Consultant and Task Force Liaison for their geographic area. Specifically, the PDLs:

- Coordinate the delivery of services within the cluster with the Cluster Consultant.
- Assist in building local induction program capacity to provide professional development for all personnel involved in implementing programs including, but not limited to beginning teachers, support providers, and administrators.
- Coordinate the delivery of training for program directors, support providers, site administrators and teachers.
- Participate in delivery of California Formative Assessment & Support System for Teachers (CFASST) training and conduct CFASST training.
- Are part of a team that delivers trainings to a cluster.
- Manage cluster training budget.
- Recruit and select individuals from clusters to be Cluster Trainers.
- Schedule and organize logistics for Training of Trainers.
- Establish and facilitate training support groups.
- Manage training materials inventory and distribution.
- Collect data on training delivery and content; make suggestions for revisions to developers of trainings.
- Monitor quality and consistency of local trainings.
- Coordinate communication about trainings through the Cluster Consultant.
- Participate in meetings of program directors within a cluster.
- Report to state BTSA Task Force.

Funding for the PDLs includes salaries, benefits, clerical support, travel, and supplies. A separate line item is included below for training delivery costs and revisions to the various professional development offerings.

### **Research Cluster Consultant**

The legislation that established BTSA as a system states: "The superintendent and the commission shall jointly administer the Beginning Teacher Support and Assessment System. In administering the system, the superintendent and the commission shall provide for or contract for:

Conducting and tracking research related to beginning teacher induction".

The legislation further states: "The superintendent and the commission shall award supplemental grants on a competitive basis to Beginning Teacher Support and Assessment System teacher induction programs established pursuant to Section 44279.2 that are identified as having expertise according to criteria established by the superintendent and the commission".

Pursuant to the above legislation and approval of this expenditure plan, the BTSA Taskforce will be seeking applications from LEAs of current BTSA programs to nominate individuals for a BTSA Research Cluster Consultant to provide an array of services:

- Continuous review of research related to beginning teacher induction;
- Conduct research related to beginning teacher induction including retention studies;
- Work with BTSA directors who need technical assistance to design and conduct local evaluation studies;
- Develop and disseminate fact sheets and brief status reports of BTSA programs;
- Assist in development of reports for policymakers;
- Disseminate information and research on BTSA induction programs;
- Collaborate with other consultants and state administrative agencies to ensure program improvement;
- Meet with BTSA Task Force, Cluster Consultants, and Professional Development Leaders at periodic meetings;
- Collaborate with BTSA Taskforce to define scope of work; and
- Participate in California and national research communities.

Funding for this consultant includes salaries, benefits, clerical support, travel, and supplies.

### **Formal Program Review and State Survey Costs**

The discussions of these costs are included in companion Commission reports.

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**Costs for Beginning Teacher Services, Non-Local Costs, and Total Budget**

BTSA Services Beginning July 2000 (26,500 BTs x \$3,150)	\$83,475,000
Planning Grants (10 x \$50,000)	\$500,000
<b>Total State BTSA Funds for Local Programs</b>	<b>\$83,975,000</b>
Cluster Consultants (6 (5+1) x \$185,000)	\$1,100,000
Professional Development Leaders (6 x \$185,000)	\$1,100,000
Training Funds (Training Delivery & Revisions)	\$725,000
Formal Program Review Costs	\$200,000
State Survey	\$300,000
<b>Total Non-Local Program Costs</b>	<b>\$3,425,000</b>
Total State BTSA Funds for Local Programs	\$83,975,000
Total Non-Local Program Costs	\$3,425,000
<b>Total State BTSA Budget</b>	<b>\$87,400,000</b>



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## California Commission on Teacher Credentialing

**Meeting of:**

June 7-8, 2000

**Agenda Item Number:**

PERF-5

**Committee:**

Performance Standards

**Title:**

A Standards Based Process for Formal Beginning Teacher Support and Assessment Program (BTSA) Program Reviews: Proposed Change for the Review Schedule

**✓ Action****Prepared by:**Phil Fitch, Ed.D., Consultant  
Professional Services DivisionMichael McKibbin, Administrator  
Professional Services Division

### A Standards Based Process For Formal BTSA Program Reviews Proposed Change For The Review Schedule

Professional Services Division  
Commission On Teacher Credentialing  
May 15, 2000

#### Executive Summary

In The Spring of 1998 the Commission and State Superintendent of Public Instruction approved a plan to ensure that all evaluation activities for the statewide BTSA System would be standards based. As part of the evaluation plan, the Commission and State Superintendent approved a three year cycle for Formal and Informal BTSA Program Reviews that were based on the thirteen (13) BTSA Program Standards. At that time several Commissioners speculated that as state funding for BTSA increased so would the number of BTSA programs. This was a special concern as the Commissioners considered full statewide implementation of BTSA. Staff was directed to return to the Commission and State Superintendent at an appropriate time with a revised Informal and Formal BTSA Program Review schedule. This agenda item is a proposal to move from a three year cycle to a four year cycle for Informal and Formal Programs Reviews.

#### Policy Issues to be Considered

Should the Commission and State Superintendent of Public Instructors change the schedule for Informal and Formal BTSA Program Reviews from a three year schedule to a four year schedule?



## **Fiscal Impact Summary**

The Professional Services Division supports the Commission staff costs of the BTSA Program reviews. The site costs of the reviews are paid by the BTSA programs.

## **Recommendation**

The members of the Interagency BTSA Task Force recommend that the Informal and Formal BTSA Program Reviews be changed from a three year cycle to a four year cycle.

## **Background**

In The Spring of 1998 the Commission and State Superintendent of Public Instruction approved a plan to ensure that all evaluation activities for the statewide BTSA System would be standards based. As part of the evaluation plan, the Commission and State Superintendent approved a three year cycle for Formal and Informal BTSA Program Reviews that were based on the thirteen (13) BTSA Program Standards. At that time several Commissioners speculated that as state funding for BTSA increased so would the number of BTSA programs. This was a special concern as the Commissioners considered full statewide implementation of BTSA. Staff was directed to return to the Commission and State Superintendent at an appropriate time with a revised Informal and Formal BTSA Program Review schedule. This agenda item is a proposal to move from a three year cycle to a four year cycle for Informal and Formal Programs Reviews.

During the 1997-98 the number of BTSA Programs grew from thirty four (34) BTSA Programs to sixty four (64) Programs. By July 1, 1998 the number of BTSA Programs grew from sixty four (64) Programs to eighty four (84) Programs and by the end of the 1998-99 BTSA year there were one hundred and thirty two (132) BTSA Programs serving new teachers in California. The number of first and second year teachers being served grew from 5,200 in 1997-98 to 23,000 in 1999-2000.

The present three year cycle was recommended, in part, by the BTSA Directors who had been participating since 1992, in Informal and Formal Peer Reviews. The Peer Reviews provided opportunity for the BTSA Directors to advise, consult and discuss best practices with each other. The BTSA Directors, Task Force, Cluster Consultants and Professional Development Leaders support the recommendation to move form a three year cycle to a four year cycle.

Included in this item is additional information on the Informal and Formal BTSA Program Reviews and plans for a four year cycle if approved by the State Superintendent and Commission.

## **Formal and Informal (Peer) BTSA Program Review**

The Informal and Formal Program Review Process is based on the concept that BTSA Directors should have the opportunity to advise and consult with other BTSA Directors. In the past, however, some BTSA Directors, especially new Directors, often have not had the opportunity of discussing problems, asking advice or consulting with other experienced BTSA Directors. The Program Review Process provides opportunity for Directors to meet periodically, set group goals, look at the local BTSA Programs involved in a developmental, formative sense and do so in a collegial, trust enhancing setting.

## **Informal Program Reviews**

BTSA Directors participate in Informal Program Reviews for two years of the present three year schedule. The process calls for each BTSA Director to focus on six (6) Program Standards, three (3) selected by the local program director. BTSA Directors in a select region agree to meet with three to five other BTSA Directors to informally discuss their individual program development in the program areas of the six (6) standards. The Directors participate in three or more meetings during the year and share, consult, support and advise with each other. Files are developed for each of the six (6) standards in preparation for the Formal Program Review year. Each Director uses the information gained from the Informal Review in the end of the year Program Improvement Plan (PIP).

## **Formal Program Review**

Formal Program Reviews are discussed in more detail later in this item. All thirteen (13)

BTSA Program Standards are utilized in the Formal Review Process. Four team members and a state facilitator visit the "Host" BTSA Program for 2 1/2 to 3 days to interview all major constituents of the "Host" Program, review documents and triangulate all data for the Program. The team prepares a report determining the extent to which each of the thirteen (13) Program Standards are MET, Not MET or MET with Substantive Growth Required. The "Host" Program responds to the team findings in the content of their end of the year Program Improvement Plan (PIP).

To launch the formal program review process, during 1998-99 four experienced BTSA Programs volunteered to pilot the new Formal BTSA Program Review process. The other 80 BTSA Programs participated in the Informal Program Review process in 1998-99. BTSA Program Directors analyzed the data from both formal and informal processes and used the data to develop their Program Improvement Plans for 1999-2000.

In the Spring of 1998 the Commission and State Superintendent of Public Instruction also approved a three year cycle for Informal and Formal BTSA Program Reviews. The approved plan called for two years of Informal Program Reviews using six of the BTSA Program Standards and one year of Formal Program Review in which all thirteen (13) BTSA Program Standards were to be utilized. The 13 BTSA Program Standards are listed at the end of this agenda item. BTSA Programs were scheduled for review based on the number of years of program implementation. With the four programs who volunteered to participate in the Formal Program Review there are thirty two experienced BTSA

Programs who have served new teachers for three or more years. On September 16, 1999 representatives from twenty eight of the most experienced programs participated in a one day planning session for Formal Program Review for 1999-2000. A two day training, provided in each Cluster, addressed such topics as: serving as a team member; the facilitator role; and responsibilities of the Host BTSA Program.

The four programs that piloted Formal BTSA Reviews were:

- Riverside County Office - Linda Childress, Director (Inland Empire BTSA)
- New Haven USD - Donna Uyemoto, Director
- Lodi USD - Sharon Wieland, Director
- Bellflower/ Downey USD - Yvonne Gold, Director

### **BTSA Programs Scheduled for Formal BTSA Reviews 1999-2000**

Following is a list of the most experienced BTSA Programs that have served new teachers for three or more years that were scheduled for participation in the first Formal Program Review during 1999-2000.

- |  |   |
|--|---|
| 1. Sacramento County Office of Education   | 15. Tehama County Office of Education           |
| 2. Glendale Unified School District        | 16. San Mateo Union High School District        |
| 3. Stanislaus County Office of Education   | 17. San Francisco Unified School District       |
| 4. Long Beach Unified School District      | 18. Oakland Unified School District             |
| 5. Contra Costa County Office of Education | 19. Ventura County Office of Education          |
| 6. San Diego City Schools                  | 20. Monterey County Office of Education         |
| 7. CSU Northridge/LAUSD                    | 21. Bakersfield City Elementary School District |
| 8. San Jose Unified School District        | 22. Fresno County Office of Education           |
| 9. Santa Cruz County Office of Education   | 23. Baldwin Park Unified School District        |
| 10. CSU Los Angeles/LAUSD                  | 24. CSU Dominguez Hills-Lennex School District  |
| 11. Sonoma County Office of Education      | 25. Los Angeles County Office of Education      |
| 12. San Lorenzo Unified School             | 26. UC Irvine-Saddleback Valley Unified School  |

District	District
13. LAUSD-Project Begin	27. CSU Fullerton-La Habra City School District
14. Ontario-Montclair School District	28. Fullerton Joint Unified School District/CSU State Fullerton

## **Procedures to Petition to Delay Review**

Procedures were adopted by the BTSA Task Force to allow BTSA Programs to request a delay for their scheduled review. BTSA Programs seeking to delay Formal Program Review for one year are to provide a written statement of reasons for their request to the BTSA Task Force Liaison for their Cluster. The Task Force Liaisons confer with the Cluster Consultant and Professional Development Leader for the Cluster. The Cluster Leadership Team jointly decide whether to recommend the request to the Task Force. If the request is referred to the Task Force, the Task Force may or may not grant the request and will inform the BTSA Program of their decision.

## **Host BTSA Programs**

The twenty-eight (28) experienced BTSA Programs that participated in Formal BTSA Program Reviews in 1999-2000 are known as Host Programs. They are not responsible for the travel, lodging and meal costs for the team members but are responsible to assist in the location of a hotel, providing transportation for the team once on site, arranging a schedule for the visit, completing a Self Study Report and serving as a "host" for the team during the two and one-half day or three day visit. Cost for travel, lodging and meals for team members is covered by the "sponsoring" BTSA Programs. The "host" program will use the Team Report as a major part of their Program Improvement Plan for 1999-2000.

## **Sponsoring BTSA Programs**

Sponsoring BTSA Programs are BTSA Programs who have operated a program for at least one year (as of July 1, 1999) and are scheduled for Formal BTSA Program Review sometime after the 1999-2000 BTSA year. Sponsoring BTSA Programs are to identify and nominate at least one of their local BTSA participants to be trained in the procedures for Formal BTSA Reviews and to serve on one of the teams for Formal Reviews in 1999-2000. Larger Sponsoring Programs may wish to nominate more than one person to serve on a Formal Review Team. Sponsoring Programs are to cover the travel, meals and lodging costs for their nominees for two days of training and three days of the site visit. It was recommended that BTSA Programs scheduled for Formal Program Reviews in 2000-2001 have at least one individual involved in Formal BTSA Reviews in 1999-2000.

## **Standards to be Used**

As stated earlier, in the Spring of 1998 the Commission approved the use of six (6) of the BTSA Program Standards for Informal Program Reviews and all thirteen (13) Program Standards for Formal Reviews. In 1998-99 the Task Force selected three standards for Informal Review and the Projects selected three standards. The three standards selected for 1998-99 were:

- Standard 5: Roles and Responsibilities of Site Administrators;
- Standard 8: Formative Assessment of Beginning Teacher Performance;
- Standard 13: Program Development Evaluation and Accountability

The three standards that have been selected for Informal BTSA Program Review in 1999-2000 are:

- Standard 3: Collaboration;
- Standard 4: School Context and Working Conditions;
- Standard 8: Formative Assessment of Beginning Teacher Performance.

## **Team Selection and Team Membership**

Almost all of the individuals that were sponsored by a BTSA Program in 1999-2000 have participated in a Cluster Team Member Training and were selected to serve as Formal BTSA Program Review team members in 1999-2000. Most teams had four team members with one member designated as a team leader. There were as many as five team members selected for larger BTSA Programs or for Programs that serve a large geographical area.

The Cluster Leadership Teams identified possible team members for teams within their respective Clusters. The Task Force Liaisons discussed possible team members with each "Host" BTSA Program in their Cluster and the Task Force assigned team leaders and team membership. At least one of the four team members were selected from outside the cluster. A majority of the team members are BTSA Directors or Co-Directors for other BTSA Programs. All have completed two days of team member training.

### Rating Criteria For Each Standard and Standard Met Forms

During the Spring of 2000 the four member teams for each visit rated the program on each of the thirteen (13) program standards. The teams use the "Rating Criteria Form" to determine the extent to which the program is implementing each standard. After the team analyzed the data from the rating criteria activity, the team made a qualitative, holistic judgement to determine if the standard was Met, Met with Substantive Growth required or Not Met. Following is an example or rating criteria for Standard 4 and an example of the form used by team members.

### BTSA FORMAL PROGRAM REVIEW

#### Rating Criteria for Standard 4: School Context and Working Conditions

Not Consistent	Developing	Mature	Exemplary
<b>4.1 Program staff clearly communicate regarding any challenging conditions with those employing, assigning and supporting beginning teachers</b>			
Staff do not communicate regarding challenging conditions with others	Staff communicate regarding challenging conditions some of the time	Staff communicate regarding challenging conditions most of the time	Staff always communicate regarding challenging conditions with others
<b>4.2 Program staff work with district/school to identify and ameliorate challenging aspects of the beginning teacher work environment</b>			
Staff does not work to identify and ameliorate challenging aspects	Staff work to identify and ameliorate challenging aspects some of the time	Staff work to identify and ameliorate challenging aspects most of the time	Staff always work to identify and ameliorate challenging aspects
<b>4.3 Every effort is made to assign beginning teachers to classes that are likely to facilitate their success</b>			
No effort is made to assign beginning teachers to classes to facilitate success	Some beginning teachers are assigned classes to facilitate success	Most beginning teachers are assigned classes to facilitate success	All beginning teachers are assigned classes to facilitate success
<b>4.4 Program staff, support providers, and site administrators provide additional assistance to beginning teachers assigned to more challenging settings</b>			
No additional assistance provided	Additional assistance provided in some instances	Additional assistance provided in most instances	All beginning teachers in challenging settings provided additional assistance

### BTSA FORMAL PROGRAM REVIEW REPORT

#### Standard 4: School Context and Working Conditions

\_\_\_\_\_ Standard Met with Substantive Continued Growth Required in the  
Areas Noted Below

\_\_\_\_\_ Standard Not Met

Areas of Strength:

Areas of Growth:

#### **Plan For A Four Year Schedule For Formal BTSA Review**

As stated earlier in this item there are presently, in the 1999-2000 BTSA year, 132 BTSA Programs serving the 23, 000 first and second year teachers in California. Thirty four (34) of these BTSA Programs have served new teachers for more than three years. There are forty two (42) BTSA Programs that have served new teachers for two or three years, there are thirty eight (38) BTSA Programs that have served new teachers for one or two years and there are eighteen (18) new BTSA Programs that are serving new teachers for the first time in the 1999-2000 BTSA year. Also, on May 1, 2000 the BTSA Task Force received Implementation Proposals for thirteen (13) new BTSA Programs who will start serving first and second year teachers July 1, 2000. With the existing 132 BTSA Programs this will bring the total number of BTSA Programs to 145 Programs. The proposed Four Year Plan provides a schedule for providing Formal BTSA Program Reviews for thirty eight (38) to forty two (42) per year. The twelve new programs that will begin implementation July 1, 2000 are:

- Elk Grove Unified School District\*
- Fairfield-Suisun Unified School District
- Santa Rosa City School District\*
- Tracy Unified School District\*
- Antioch Unified School District
- Berkeley Unified School District
- Far East Contra Costa Consortium
- Panama-Buena Vista School District
- La Mesa-Spring Valley School District\*
- Escondido Union High School District
- Orange Unified School District\*
- Hayward Unified School District
- San Diequito Union High School District

\*These programs are "Split-Offs" from existing BTSA Programs.

The one hundred and forty five BTSA Programs will be placed on the following Four Year Plan according to the years of serving new teachers and capacity of the program.

#### **Four Year Schedule for Formal BTSA Program Reviews**

Year	Number of Programs
2000-2001	38
2001-2002	36

2002-2003

35

2003-2004

36

145 Total Programs

2000-2001		2001-2002	
Marin El Dorado Benicia/Travis Campbell Fremont Unified Mt. Diablo San Ramon Valley Santa Clara USD Antelope Valley HSD Kings COE Merced COE Tulare COE Azusa Montebello Torrance Anaheim UHSD Cajon Valley Escondido	Davis Vacaville San Joaquin East Bay Consortium Milpitas San Mateo COE Santa Barbara COE Alameda COE Clovis USD Madera USD Riverside USD Visalia USD LAUSD/Delta Pomona Walnut Valley Orange COE Poway Grossmont Vista	Napa Solano Stockton San Juan Alum Rock Redwood City San Mateo UHSD Sequoia HSD Central USD Fontana USD Chino USD San Bernardino USD Beverly Hills Lawndale Pasadena Buena Park Capistrano Encinitas Placentia/Yorba Linda	Manteca Oakdale Modesto Sacramento City Palo Alto San Luis Obispo Santa Clara COE West Contra Costa Corona/Norco USD Tulare City USD Fresno USD Selma USD Burbank Norwalk/La Mirada Temple City Anaheim City Chula Vista Newport Mesa North Coast PDF/San Diego
2002-2003 *		2003-2004 *	
Santa Rosa Elk Grove Fairfield Placer Antioch Liberty Union Chaffey HSD Keppel SD Lancaster SD Westside SD Alhambra Manhattan Beach Saugus Oceanside Huntington Beach Escondido UHSD Imperial COE	Tracy Butte Tri-County New Haven Berkeley Hayward Greenfield SD Kern SCOS Palmdale SD Rialto USD Inglewood Hacienda La Puente West Covina La Mesa /Spring Valley Orange USD San Dieguito UHSD South Bay	Stanislaus North State Lodi Contra Costa San Francisco Santa Cruz Oakland San Jose Far East Contra Costa Bakersfield SD Panama-Buena Vista SD Los Angeles COE LAUSD/CSULA Lennox Bellflower San Diego La Habra	North Coast Sacramento Fairfield-Suisun Santa Rosa Monterey COE San Mateo/Foster City Ventura San Lorenzo/Pleasanton RIMS Ontario-Montclair Baldwin Park Los Angeles USD LAUSD/CSUN Long Beach Downey UCI Fullerton JUHSD

\*Plus any new programs or "Split-Offs"

### Professional Development Plans and Plans To Remedy

Each year, at the end of July, all BTSA Programs submit Program Improvement Plans (PIP) which reflect the operation of the BTSA Program for the previous BTSA year e.g. July 1, 1999 through June 30, 2000. If the BTSA Program was scheduled for an Informal BTSA Program Review the PIP, includes a response to the six selected standards - 3 selected by the Task Force and 3 selected by the local program - for the BTSA year. The local program also presents a summary of local evaluation activities and provides new teacher retention

data for the past 1-3 years. The PIP also includes a response to the statewide research data from the California Educational Research Collaborative (CERC) which is located in the School of Education at UC Riverside. CERC provides individual program data for the program and identifies areas of growth. If the CERC research data and/or the Informal Review identify areas that need attention then the local program is to develop a plan to address the areas of growth and to continue the consultative process with other BTSA Directors, BTSA staff and members of the Leadership Team for their Cluster. Much of this activity is done as a formative developmental process in preparation for the year of Formal BTSA Program Review.

During the year of Formal BTSA Program Review the local BTSA program prepares a Self-Study involving a response to all 13 BTSA Program Standards. Formal BTSA Program Reviews are conducted for 2 1/2 to 3 days between early March and late May. A four member team visits the local program, conducts extensive interviews, reviews research data and artifacts regarding program implementation of the 13 Program Standards and triangulates evidence for each standard. The team completes a team report itemizing implementation of the program for each Standard. Each team member makes a holistic, qualitative, professional judgement on whether each standard is: MET, MET with Substantive Growth Required or Not MET. The team then reaches consensus on the appropriate status for each standard and completes a statement of strengths and areas of growth for each standard.

Each BTSA Program experiencing Formal BTSA Program Review is to identify all standards that are less than fully Met and develop a plan of action for the year to address the areas of concern. The local BTSA Program files the plan of action for the end of July Program Improvement Plan. The three member Cluster Leadership Team for their Cluster reviews the PIP and local program responses to all standards less than fully met. Members of the Cluster Leadership Team consult with the local program on a monthly basis for each standard area needing attention.

The Cluster Leadership Team determines the amount of progress that has been made for each standard area and provides a status report on the program to the BTSA Task Force at the end of the BTSA year. It is intended that all standards be met by the end of the following year. The Cluster Team may recommend an additional period of time, up to one year, if they determine that progress has been made but more time is necessary. In any case the local program completes a PIP at the end of July for the previous year and again submits a plan of action for standards that are less than fully met.

If sufficient progress is not being made during the second year the Cluster Leadership Team may recommend that the Task Force take action to develop a Plan To Remedy for the local program. The Plan To Remedy is to be developed by the BTSA Task Force and the Cluster Leadership Team consulting with chief administrative officers for the LEA. One or more of the following remedies be established:

- restructuring the existing BTSA Program;
- changing the organizational configuration of the program;
- changing the funding to a different LEA; and
- removal of approval for the induction program.

**Standards of Quality and Effectiveness for  
Beginning Teacher Support and Assessment Programs**

**Category I  
Program Design, Organization and Context Standards**

**Standard 1: Sponsorship and Administration of the Program**

The program is sponsored by one or more organizations that demonstrate a commit-commitment to beginning teacher support and assessment. The program has strong leadership and an administrative structure that effectively manages and delivers support and assessment services to beginning teachers. Program leaders have appropriate authority over the details of program design and implementation.

**Standard 2: Program Rationale, Goals, and Design**

A sound, well-articulated rationale, grounded in research and effective practices,

guides the development of program goals and plans for the design and delivery of support and assessment services to beginning teachers. The developmental needs of beginning teachers are clearly understood by program designers and managers.

### **Standard 3: Collaboration**

Inter-agency and intra-agency collaboration are central to developing a coherent and efficient plan for delivering support and assessment services to beginning teachers. Collaborative roles, responsibilities and relationships are clearly defined and well understood by the partners involved in the program implementation.

### **Standard 4: School Context and Working Conditions**

Support services are appropriate to the working conditions experienced by beginning teachers. Efforts are made to secure assignments for beginning teachers that optimize their chances for success. When beginning teachers are placed in more challenging settings, additional time and resources are provided to assist them.

### **Standard 5: Roles and Responsibilities of Site Administrators**

Site administrators are well prepared to assume their responsibilities for supporting beginning teachers in the induction program. Preparation includes both the development of knowledge about beginning teacher needs, and the development of an understanding of the important role of the principal in supporting each component of the program.

## **Category II Delivery of Integrated Support and Assessment for Beginning Teachers**

### **Standard 6: Selection of Support Providers/Assessors**

Program administrators select support providers/assessors of beginning teachers using well-defined, justifiable criteria that are consistent with their assigned responsibilities in the induction program. The selection process is planned and implemented carefully, with a primary focus on the development of beginning teachers.

### **Standard 7: Provision of Professional Development for Support Providers/Assessors**

Support providers/assessors are well-prepared to assume their responsibilities, and are consistently supported in their efforts to assist beginning teachers. Professional development includes both the development of the knowledge and skills needed to identify and respond to beginning teacher needs, and the development of a collegial community that engages program participants.

### **Standard 8: Formative Assessment of Beginning Teacher Performance**

A support provider/assessor assesses the performance of each beginning teacher with one or more complex measures at the onset of the program and at multiple points during the induction program to document progress over a period of time. Each assessment is based on the *California Standards for the Teaching Profession*. The assessment information is used to determine the scope, focus and content of professional development activities that are the basis of the beginning teacher's Individual Induction Plan.

### **Standard 9: Development and Use of Individualized Induction Plans**

The support provider/assessor collaborates with the beginning teacher in the development and implementation of an Individualized Induction Plan (IIP) that supports the professional growth of the beginning teacher. IIPs are based in part on formative assessment results, and are reconsidered and revised according to the beginning teacher's emerging needs. IIPs primarily address the unique needs of individual teachers, including consideration of their prior preparation and experience, and may include common topics and activities for all participants in



the program. Beginning teachers experience an integrated system of support and assessment through implementation of the IIP.

#### **Standard 10: Provision of Individualized Assistance and Support by Support Providers/Assessors**

Beginning teachers and their support providers/assessors are given time and opportunities to work together on a regular, ongoing basis. Support activities are guided by support providers/assessors, are appropriate to beginning teachers' individual strengths and needs, are reflected in the Individualized Induction Plan, and are provided in a manner that facilitates beginning teacher growth and development. Assessment information is used to periodically check the beginning teacher's progress toward Individual Induction Plan goals, and to make adjustments in support activities, as appropriate.

#### **Standard 11: Design and Content of Formal Professional development Activities for Beginning Teachers**

Professional development activities are designed to foster each beginning teacher's attainment of the expectations described in the *California Standards for the Teaching Profession*, are reflective of state and local curricular and instructional priorities, are responsive to individual teacher needs and concerns, and are derived in part from formative assessment information.

### **Category III Resources and Program Development Standards**

#### **Standard 12: Allocation and Use of Resources**

The sponsoring organization(s) allocate sufficient personnel time and fiscal resources to enable the beginning teacher support and assessment program to deliver planned services that maximize beginning teacher success.

#### **Standard 13: Program Development, Evaluation, and Accountability**

The agencies that sponsor the program operate a comprehensive, ongoing system of program evaluation and development that involves program participants and other shareholders, and that leads to substantive developmental efforts and program improvements. The sponsoring agencies are prepared to participate in accountability measures that are designed to assure the quality and effectiveness of each program.



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## California Commission on Teacher Credentialing

**Meeting of:**

June 7-8, 2000

**Agenda Item Number:**

PERF-6

**Committee:**

Performance Standards

**Title:**

Proposed Award of Contract for Preparing Surveys and Technical Reports for the Beginning Teacher Support and Assessment Program (BTSA)

**✓ Action****Prepared by:**Phil Fitch, Ed.D., Consultant  
Professional Services DivisionMichael McKibbin, Administrator  
Professional Services Division

### Proposal to Issue a Request for Proposals and Award a Contract for Preparing Surveys and Technical Reports for the Beginning Teacher Support and Assessment (BTSA) Program

Professional Services Division  
May 18, 2000

#### Executive Summary

Over the past five years the California Education Research Cooperative (CERC) has conducted statewide surveys that included all beginning teachers, their support providers, school site administrators and program staff for each local BTSA Program. CERC has completed this research activity and surveys have been administered to all local BTSA Program participants to ensure that the statewide data will be useful to all local BTSA Directors and for statewide improvement, expansion and administration of the BTSA System. The CERC surveys and research activities have also explored overall BTSA program design and operational characteristics. An additional major purpose of the research activities has been to identify key factors that are responsible for the effectiveness, confidence, and career satisfaction of first and second-year teachers participating in BTSA.

Over the past years the CERC research activities were obtained through a grant from statewide BTSA Program funds. The Task Force is being required to contract for these services beginning in the 2000-2001 fiscal year. The recommended RFP process will provide for a two year contract with a research organization that responds to the RFP that receives the highest score on the proposal evaluation criteria. The original grant provided to CERC was derived from a competitive RFP process.

## **Policy Issue to be Considered**

Should the Commission and State Superintendent of Public Instruction issue an RFP to obtain competitive bids to complete the research activities previously conducted by CERC?

## **Fiscal Impact Summary**

The Professional Services Division is responsible for reviewing proposed preparation programs, consulting with external reviewers, as needed, and communicating with institutions and local education agencies about their program proposals. The Commission budget supports the costs of these activities. No augmentation of the budget will be needed for continuation of the program review and approval activities.

## **Recommendation**

That the Commission and the State Superintendent of Public Instruction issue an RFP to provide external research for statewide BTSA as stated in this agenda item.

## **Background**

The purpose of this agenda item is to have the California Commission on Teacher Credentialing and the California State Department of Education issue a RFP seeking a contractor to conduct surveys, collect and analyze data, provide research and technical reports regarding the Beginning Teacher Support and Assessment (BTSA) System. A second section of this agenda provides a detailed scope of work associated with this purpose. A third section provides a calendar for the work, and a fourth section provides information on the evaluation criteria for the RFP.

In 1997, the Legislature and Governor Wilson enacted Assembly Bill 1266 (Mazzoni), which established the following purposes of the BTSA System.

- To provide an effective transition into the teaching career for first-year and second-year teachers in California.
- To improve the educational performance of students through improved training, information, and assistance for new teachers.
- To enable beginning teachers to be effective in teaching students who are culturally, linguistically, and academically diverse.
- To ensure the professional success and retention of new teachers.
- To ensure that a support provider provides intensive individualized support and assistance to each participating beginning teacher.
- To improve the rigor and consistency of individual teacher performance assessments and the usefulness of assessment results to teachers and decision makers.
- To establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession adopted by the commission in January, 1997.
- To examine alternative ways in which the general public and the educational profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence.
- To ensure that an individual induction plan is in place for each participating beginning teacher and is based on an ongoing assessment of the development of the beginning teacher.
- To ensure continuous program improvement through ongoing research, development, and evaluation.

These ten purposes require the use of support and assessment standards to improve the performance of beginning teachers in order to maximize their students' learning opportunities. In 1997, AB 1266 charged the Commission and Superintendent to use standards of program quality and new teacher performance as the primary bases for approving local BTSA Programs.

AB 1266 also charges the Commission and Superintendent to conduct research studies, complete surveys of key BTSA participants and to periodically prepare technical reports and research findings. The next section of this report describes the nature and extent of the research activities related to BTSA.

## **BTSA Research and Evaluation Activities**

As the number and type of local BTSA Programs have expanded over the past several years so have the statewide and local evaluation activities for BTSA. The three major areas of evaluation and research for BTSA over the past three years have been external research and evaluation activities, local internal evaluation and research activities, and informal and formal program review processes.

### **External Research and Evaluation Activities**

In past years, the Commission and the Department of Education have had the benefit of the expertise of the Far West Laboratories (now WestEd), Southwest Regional Laboratory, and for the past four years the California Education Research Cooperative (CERC) located at the University of California, Riverside. Also, each year a number of researchers and scholars from California's universities, colleges, county offices, and school districts have contributed to the essential external research and evaluation activities of statewide BTSA. During past years the various research reports and data analysis from external sources have contributed to the shaping of statewide policy regarding BTSA improvement and expansion.

In 1999-2000, CERC conducted statewide and local program research activities for the Commission and the Department of Education. CERC has also conducted statewide surveys that include all beginning teachers, their support providers, school site administrators and program staff in each BTSA Program. The statewide research activity and surveys have been administered to all local BTSA Program participants to ensure that the statewide data will be useful to local BTSA Directors and for statewide improvement and expansion purposes. An analysis of the survey responses compares responses from beginning teachers with those of their support providers and site administrators, and examines overall trends in the data. The CERC survey and research activity has also explored overall program design and operational characteristics and identifies the most promising and effective outcomes of the varied BTSA programs. A major purpose of the survey has been to identify factors that are responsible for the effectiveness, confidence, and career satisfaction of the first- and second-year teachers in the BTSA Programs. Other major purposes of the survey and evaluation effort has been to focus on how successfully BTSA Programs have achieved the following:

- improving beginning teacher skills and abilities;
- enhancing beginning teacher confidence; and
- strengthening beginning teacher career satisfaction.

### **Local Internal BTSA Program Evaluation and Research Activities- New Teacher Retention Studies**

Local BTSA Program Directors and their staff have been able to document their experiences with an impressive array of reports, data collections, and data analyses that have been used to reinforce best practices and to identify areas for local program improvement. BTSA Directors, their staffs, and advisory committees typically sponsor many local evaluation activities that are varied, often extensive, and of significant analytical quality. Along with activities mentioned above, local evaluation activities also include surveys of perceived needs of new teachers and job satisfaction studies, surveys of mentors, coaches, and support providers, longitudinal studies, reviews of individual induction plans, varied and extensive numbers of class observations, analyses of teacher practices, and studies of culture and climate changes in participating school sites and studies of new teacher retention.

One of the major reasons why BTSA enjoys strong statewide support is the variety of credible and substantial local program evaluation activities that local BTSA Directors have developed and pursued. For the past four years BTSA Directors have shared their most promising and productive local evaluation activities with other Directors and with the Task Force in their year end Program Improvement Plans. There were 84 BTSA Programs that submitted Program Improvement Plans on July 30, 1999.

### **BTSA Informal and Formal Program Review**

The Informal and Formal Program Review Process are based on the concept that BTSA Directors should have the opportunity to advise and consult with other BTSA Directors. The Program Review Process provides opportunity for Directors to meet, set group goals, and look at the local BTSA Programs.

During 1998-99 four established BTSA Programs volunteered to pilot the new BTSA Formal

Program Review process. The remaining 80 programs participated in the Informal Program Review process. BTSA Program Directors used the data from both formal and informal processes to develop their Program Improvement Plans for 1999-2000.

In spring of 1998 the Commission and State Superintendent of Public Instruction approved a three-year cycle for BTSA Program Reviews. The approved plan calls for two years of Informal Program Reviews using six of the thirteen BTSA Program Standards and one year of Formal Program Review in which all BTSA Program Standards will be used. BTSA Programs are scheduled for review based on the number of years of program implementation. On September 16, 1999 representatives from twenty-eight experienced programs participated in a one day planning session for Formal Program Review for 1999-2000. During the spring of 2000 all 28 experienced BTSA Programs will have participated in a two and one half to three day Formal BTSA Review Process. The results of the 1999-2000 BTSA formal Program Review activities are reported in more detail in another Commission report, Perf 5, in June 2000. Staff are seeking Commission authorization to release a Request for Proposal to continue local internal BTSA Program evaluation and research activities.

### **Scope of Work for Contractors**

This section of the agenda reports specifies a scope of work for continuation of the annual evaluation of the Beginning Teacher Support and Assessment (BTSA) Program. The proposed scope of work continues and builds upon the evaluation and data management work previously undertaken through an agreement between the Riverside County Office of Education and CERC, the California Commission on Teacher Credentialing (CCTC) and the California Department of Education (CDE). The scope of work describes 23 tasks addressing three basic goals.

***Goal To continue the annual survey and research of all BTSA programs,  
#1. including preparation of a technical report for each local program  
and for the CDE and CCTC.***

It is understood that the BTSA Task Force will continue to be responsible for informing local BTSA program directors of their responsibilities, and that completion of BTSA informed consent forms will provide the contractor with the official count of Beginning Teachers and Support Providers. The count of Site Administrators and BTSA staff for each local program site will be solicited from local program directors by the contractor.

The contractor will also undertake a total population survey of all BTSA participants using a common survey instrument (in four parallel forms for new teachers, support providers, site administrator and BTSA staff).

The contractor will modify the 2000-01 statewide evaluation survey forms to update language and to include questions of interest to the Task Force. Revisions will be developed in consultation with the statewide BTSA Task Force and local BTSA directors.

The survey of all BTSA participants will be undertaken through a single administration of the statewide evaluation survey, at a time established by the BTSA Task Force. Surveys of individual local BTSA programs can be undertaken at different times, if scheduling considerations make that desirable.

This goal entails execution of 13 tasks, including:

- Consult with the BTSA Task Force and revise existing survey instruments for 2001 and 2002 use. Revisions for 2001 include developing questions covering the full range of program elements, which will necessitate streamlining existing questions to make space for new items.
- Secure from the Task Force the official count of Beginning Teachers and Support Providers in each of the funded BTSA programs.
- Print surveys (pre-coded for program identify and respondent role) in appropriate numbers for each local program, package them in bundles for each program and distribute to local programs.
- Prepare directions for local program administration of surveys and consult with cluster consultants regarding survey administration.
- Receive and log returned surveys, checking return numbers against official participation records to document return rates. Notify cluster consultants of

discrepancies in reported numbers.

- Clean returned surveys &mdash; correcting improperly completed marks and removing stray marks.
- Define scanning formats and scan returned surveys to create program evaluation database.
- Error check scanned data and edit where necessary.
- Convert scanner data to an appropriate data set, and process to identify missing values and create summary variables.
- Define local program report format (following the model used to report 1996 through 2000 data) and create programming needed to automate production of individual program reports.
- Transfer the statistical data into graphical form for easy analysis of program operations and outcomes.
- Prepare overall technical report for each of the funded local programs, send copies to local program directors and to CCTC and CDE staff.

Revise a general local program Interpretation Manual to provide guidance to local program directors in analyzing local program report findings, print and distribute manual with local program reports.

***Goal Substantially expand content analysis of the written responses to #2. open ended questions included in the statewide survey, and provide extended statistical interpretation of the quantitative data gathered through the scanned survey data.***

Detailed descriptions of the impact of participation in local BTSA programs will cover three basic outcome domains:

- The acquisition of the array of teaching skills and abilities defined in California Standards for the Teaching Profession.
- The development of beginning teacher confidence and comfort in the utilization of these skills and abilities in their classroom teaching work, and
- The development of beginning teacher commitment to, and retention in, the teaching profession.

In order to account for effectiveness of local BTSA programs in contributing to these three outcome goals, the proposed report will examine four aspects of program design and operations:

- Program context variations, including such factors as school and district composition, Beginning Teacher and Support Provider age, ethnicity, contract status and other situational constraints on program operations,
- The level of school and district support for and commitment to the BTSA program and its goals,
- Local BTSA program design characteristics and their Beginning Teacher Support and Assessment activities, and
- The perceived quality and value of local program activities as reported by Beginning Teachers, Support Providers and the school Site Administrators where the Beginning Teachers work.

Undertaking these analyses will require the execution of six tasks, including:

- Develop a comprehensive, statistical model of BTSA program designs and impacts based on the data collected over the last three years. The past analysis included cluster analysis of survey respondents in order to identify distinctive orientations toward program design and operations, and an application of multiple regression and general linear model analyses to develop statistical models of the relationship found within the data
- Add new analyses to the 2001 survey interpretation covering the following substantive issues:
  - The timing of first contact between Beginning Teachers (BT) and Support Providers (SP)
  - Structures affecting the BT-SP relationship: proximity, time devoted to relationships, intensity of feelings, location where BT-SP typically interact, full time vs. part time SPs, etc.
  - The role of emotional support vs. assessment in BT professional development

- The importance of demographics in BT SP relationships
- The role of the principal in the induction process
- The differences in contributions to BT support by full and part time SPs
- The contribution of increasing staff experience to overall program implementation and effectiveness

- Transcribe and enter into a Microsoft access database a sampling of written responses to the two open-ended questions contained on all forms of the statewide surveys.
- Content analyze these responses to identify themes typifying respondent descriptions.
- Prepare a policy oriented analytical report for use by the Task Force acquainting legislators and other education policy makers with the impact of BTSA on the skill, confidence and persistence of Beginning Teachers.
- Prepare and present a policy briefing to the BTSA Task Force and provide ancillary data analysis needed to address specific questions that may arise.

**Goal** *Manage the BTSA consent form process, including printing and distribution of consent forms, development of a BTSA participant data base, and preparation of a summary report to the Task Force describing the demographic and assignment characteristics of BTSA participants.*

BTSA Cluster Consultants will also forward to the contractor all BTSA Teacher Participant Consent Statements. The contractor will scan these forms and create an electronic database of all official BTSA participants. This database will provide both the official count of BTSA new teachers and support providers, and a baseline record for tracking new teacher retention in the teaching profession.

During the 2001-2002 cycle, the contractor will prepare an internet ready data collection system so that local BTSA program participants can provide required basic demographic and classroom assignments directly to a secure database site. The remote data entry system will be designed so that the required written consent form is made immediately available to each BTSA program participant ready for return to the contractor.

This goal requires the execution of four tasks, including:

- Revision of existing consent forms to accommodate any changes requested by the BTSA Task Force, and to incorporate optical character recognition scanning for name and school code data entry.
- Create an internet ready data base and data entry forms so that demographic and classroom assignment can be entered directly into a database (Signed forms would still be required, but would automatically print for the BTSA participant and require only a signature and then mailed to the contractor). The annual survey will also be prepared in an internet ready format for field testing.
- Prepare a technical report for the BTSA Task Force covering the demographic characteristics and classroom assignment responsibilities of beginning teachers and their support providers.
- Return to each local BTSA program a database covering the informed consent forms received by the contractor in a format that allows them to print nametags of mailing labels, and that permits local program directors to link BTs and SPs for record keeping and management purposes.

## Calendar For Research Activities

This section of the agenda item provides a calendar for the tasks listed in the previous section.

### October 1, 2000 through September 30, 2001

- |           |  |
|-----------|--|
| Fall 2000 | • Clarify and refine 20 month evaluation and research plan;  |
| October 1 | • Scan Consent Forms, Create Database for statewide record of BTSA participants;                                       |
| Through   |  |
| December  | • Consult with the BTSA Task Force and BTSA Directors regarding possible revisions for the four types of BTSA surveys; |
| 1, 2000   | • Revise survey instruments for Spring 2001 surveys;   |
|           | • Print surveys (pre-coded for program identity and respondent role in appropriate numbers for each local program);    |
|           | • Revise a local program Interpretation Manual to provide guidance to  |

local program directors for analyzing local program report findings.

Winter 2001 January 1 Through March 31, 2001	<ul style="list-style-type: none"><li>• Prepare directions for local program administrators surveys and consult with program directors regarding survey administration questions;</li><li>• Refine Consent Form database and provide data to the BTSA Task Force;</li><li>• Assist Cluster Consultants and local directors in providing a tracking procedure for surveys administered;</li><li>• Define local BTSA program report format (following the model used to report 1998, 99, 2000 data) and create programming needed to automate production of individual program reports;</li><li>• Mail Spring 2000 surveys to local BTSA Directors and develop database for surveys for each local BTSA Program.</li></ul>
Spring 2001 April 1 Through June 30, 2001	<ul style="list-style-type: none"><li>• Refine Consent Form database;</li><li>• Receive and log returned surveys, checking return numbers against participation numbers to document return rates;</li><li>• Clear returned surveys, define scanning formats, and scan returned surveys to create evaluation database;</li><li>• Create scanning formats for local questions as needed, error check scanned data and edit where necessary;</li><li>• Convert scanner data to an appropriate data format, and process to identify missing values and create summary variables;</li><li>• Prepare overall evaluation report for each of the local BTSA Programs (approximately 135-150 local BTSA Programs), send copies to local program directors and assist the local directors in analyzing local program report findings;</li><li>• Revise a general local program Interpretation Manual to provide guidance to local program directors in analyzing local program report findings;</li></ul>
Through September 30, 2001	<ul style="list-style-type: none"><li>• Transcribe and enter into a Microsoft Access database a sampling of written responses to the two open-ended questions contained on all forms of the statewide surveys.</li><li>• Content analyze these responses to identify themes typifying respondent descriptions.</li><li>• Prepare a policy oriented analytical report for use by the Task Force in acquainting legislators and other education policy makers with the impact of BTSA on the skill, confidence and persistence of Beginning Teachers.</li><li>• Prepare and present a policy briefing to the BTSA Task Force and provide ancillary data analysis needed to address specific questions that may arise.</li></ul>

The calendar for October 1, 2001 through September 30, 2002 will be the same as that listed above for the first year of the contract. During the spring and summer of 2001 the Task Force will work with the contractor regarding possible modifications for the calendar for the second year.

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## Proposal Evaluation Criteria

### Proposal Evaluation Criteria: Part I

Proposal Sponsor:

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### Compliance with Proposal Requirements

Commission staff will indicate whether or not each of the following criteria is met by



checking "yes" or "no" in the appropriate space. ***Proposals lacking one or more of the following four requirements will be rejected without further evaluation.***

Yes _____	No _____	Proposal was received at or before 3:00 p.m., July 21, 2000, at the office of the California Commission on Teacher Credentialing.
Yes _____	No _____	Ten complete copies of the proposal were received.
Yes _____	No _____	The cover page of the proposal identifies the bidder and includes a statement, with an appropriate signature, that the proposal is an authorized request for a contract with the CCTC and CDE.
Yes _____	No _____	The bidder either meets the goal for disabled-veteran business enterprise participation, or has documented a good faith effort to do so as described in the RFP.

As described in Part Six of the RFP, the proposal has the following required elements each organized as required and with the required information.

Yes _____	No _____	A Cover Page
Yes _____	No _____	A Table of Contents
Yes _____	No _____	An Introduction
Yes _____	No _____	Section 1: Statement of Work for an Independent Evaluation of the Beginning Teacher Support and Assessment System
Yes _____	No _____	Section 2: Schedules
Yes _____	No _____	Section 3: Bidder Capability
Yes _____	No _____	Section 4: Project Costs and Small Business Preference
Yes _____	No _____	Section 5: Technical Information

**Proposal Evaluation Criteria: Part II**  
**Criteria for the Evaluation of Proposals**

	Maximum Score
<p>(1) Plan for conducting statewide surveys, analyzing data and providing research and technical reports for the BTSA System</p> <p>The proposal includes a feasible work plan to complete the scope of work.</p> <p>Goal 1 40</p> <p>Goal 2 40</p> <p>Goal 3 40</p>	120
<p>(2) Project Schedule. The proposal includes a well-organized, properly sequenced, and feasible project schedule for completion of all five tasks and meets the critical project dates specified in Sections Two and Three of the prepared RFP.</p>	20
<p>(3) Bidder Capability. The proposal demonstrates that the bidder has (a) experience and expertise in similar studies, and (b) sufficient resources to conduct the contracted tasks and provide the contracted products and services with high quality within the proposed timeline. The bidder possesses expertise in all areas essential to the project. If subcontractors are proposed, they also have the experience, resources, and expertise to provide the products and services for which they would be responsible. The proposal includes a sound, feasible plan to organize managers and staff</p>	100

members (including subcontractors, if proposed) to deliver the required products and services efficiently and with high quality. Key duties would be assigned to individuals with essential expertise, experience, and time to complete their responsibilities.

- Bidder experience 25
- Bidder resources 20
- Sound, feasible organizational plan 20
- Qualifications and experience of key staff 35

- (4) Project Costs. The costs proposed by the bidder are reasonable in relation to the products and services to be provided, and competitive in relation to the costs proposed by other bidders. 70
- (5) Presentation. The proposal is clearly written, to the point, and well organized. Ideas are presented logically and all requested information is presented skillfully without redundancy. 10

**Maximum Possible Score 320**



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## California Commission on Teacher Credentialing

**Meeting of:**

June 7-8, 2000

**Agenda Item Number:**

C&amp;CA-1

**Committee:**

Certificated Assignments

**Title:**

Proposed Amendments to Title 5 Section 80015, Pertaining to the Requirements for the Cross-cultural, Language and Academic Development (CLAD) Certificate

✓ Action

**Prepared by:**Yvonne Novelli, Program Analyst  
Certification, Assignment and Waivers Division

### Proposed Amendments Title 5 Regulation, §80015

#### Regarding the Requirements for the Crosscultural, Language and Academic Development (CLAD) Certificate

May 17, 2000

#### Summary

The following proposes to amend Title 5 Regulation §80015 related to the requirements for the Crosscultural, Language and Academic Development (CLAD) Certificate. These amendments will revise the high school option for satisfying the CLAD second-language requirement.

#### Fiscal Impact Statement

There will be a minor short-term cost to the agency related to holding a public hearing if the recommendation is adopted. There may be a very slight savings to institution of higher education because the other frequently used option to satisfy this requirement is completion of six semester units of foreign language coursework. The savings would be a result of less general fund or other monies needed to cover the cost of the courses that tuition does not cover.

#### Policy Issues to Be Resolved

Shall the Commission consider allowing an individual to satisfy the second-language requirement for the CLAD Certificate by completing three years of course work in a single language other than English in any of grades seven through 12, rather than limiting this option to grades nine through 12?

## **Staff Recommendation**

Staff recommends that the Commission approve the following amendment to Title 5 Regulation §80015, for the purposes of beginning the rulemaking file for submission to the Office of Administrative Law and the scheduling of a public hearing.

## **Background**

Education Code §44253.3 requires individuals to verify a language-learning experience that creates an awareness of the challenges of second-language acquisition before being issued the CLAD Certificate. It allows the Commission to establish alternative ways in which to satisfy this requirement. Currently, there are 16 options to satisfy this requirement, ranging from formal coursework, to examinations, to residency in a non-English speaking country. One frequently used option is §80015(a)(2)(N) that allows individuals to use three years of secondary school course work in a single language other than English. The coursework must be taken in grades nine through 12, with at least a B average. This was presented as an information item at the May 2000 Commission meeting.

## **Proposed Amendments to §80015**

The intent of the second-language requirement for the CLAD Certificate is to provide assurance that the teachers of students who are English language learners have had some experience learning a second language and are aware of the challenges involved. It is not verification of a teacher's knowledge of a language other than English.

Since the option to use secondary coursework toward the CLAD second-language requirement was added in 1997, there have been numerous individuals who do not meet the specific wording of the requirement, yet meet the intent. Many took advanced foreign language classes in eighth grade that were considered by their high school as equivalent to the ninth grade level. Some individuals were even offered only two years of foreign language by their high school yet had met the intent of the regulation by taking a third year in the seventh or eighth grade. So that individuals who meet the intent of the Education Code, yet not the specific conditions established in Title 5, §80015(a)(2)(N), may satisfy this requirement, Commission staff is proposing to broaden option N from grades 9-12 to grades 7-12.

Additionally, to avoid confusion that the foreign language coursework is only acceptable if taken from a secondary school and not middle or junior high school, "a public or private secondary school" is now noted as "a public or private school."

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### **Division VIII of Title 5 California Code of Regulations**

#### **Section 80015**

#### **Regarding Requirements for the Crosscultural, Language and Academic Development (CLAD) Certificate**

#### **PROPOSED REGULATIONS**

#### **§80015. Requirements for the Crosscultural, Language and Academic Development (CLAD) Certificate.**

A Crosscultural, Language and Academic Development (CLAD) Certificate can be earned in the following ways:

- (a) Through supplementary coursework: The requirements for earning a CLAD Certificate through supplementary coursework include (1) through (4) below:
  - (1) Possession of a valid credential or permit as specified in Section 80015.2(a).
  - (2) Verification of experience learning a second language obtained through one of the options described in subsections (A) through (P). One of the options must be completed. Partial completion of more than one option will not be accepted except that an applicant may combine partial completion of semester units under option (A) with language training under option (B) at fifteen hours of training equaling one semester unit. Any option or the combination of (A) and (B) must be completed with one language.

- (A) Completion of six semester units (or nine quarter units) in coursework that emphasizes the learning of a language other than English (including American Sign Language). A grade of "C" or better. "Pass," or "Credit," must be earned in each course. This option must be verified by an official transcript from a regionally accredited college or university, or comparable institution outside the United States. Professional Development and Continuing Education units from such institutions are acceptable. Coursework in the methodology of teaching a language is not acceptable.
- (B) Completion of 90 hours of language training, with a grade of "C" or better or the equivalent, in a language other than English offered under the auspices of the California Department of Education's Bilingual Teacher Training Program (BTTP) or by a county office or school district whose program, prior to its implementation, has been deemed equivalent to the BTTP by the California Department of Education. This training is to be verified by a letter signed by an authorized representative of the BTTP or county or district program.
- (C) Successful completion of the training in a language other than English given by the Peace Corps to volunteers preparing to serve in a non-English speaking country, verified by official Peace Corps documentation.
- (D) Passage of either the Oral Subtest, the Essay Subtest, or the Reading Comprehension and Usage Subtest in a language other than English of a Bilingual Certificate of Competence Examination (administered pursuant to Education Code Sections 44253.5 and 44253.6 as those sections existed on December 31, 1992), verified by an official score report.
- (E) Passage of any two of the four parts (listening, reading, speaking, and writing) of Test 6 of the CLAD/BCLAD Examinations, described in Section 80015.3, verified by an official score report.
- (F) Passage of any nationally administered, standardized examination in a language other than English for which the Commission has established a passing score, verified by an official score report.
- (G) A proficiency level of "novice-high" or above on the American Council on the Teaching of Foreign Languages, Inc. (ACTFL) Proficiency Guidelines or "0+" (zero plus) or above on the Interagency Language Roundtable (ILR) Proficiency Descriptions, verified by an official score report.
- (H) A score on a College-Level Examination Program (CLEP) examination in a language other than English administered by the College Board equal to or higher than the minimum score recommended by the American Council on Education for awarding credit for two semesters, verified by an official score report.
- (I) Possession of a teaching credential from another state that authorizes instruction in a language other than English.
- (J) Residence in a non-English speaking country or countries for twelve consecutive months at age 18 or older, verified by passports, work visas, letters from employers, or other documents.
- (K) Successful completion of one academic year (over a single period) at age 14 or above at a school in which all instruction, except in the subject area of English, was delivered in a language other than English, verified by an official transcript or a letter from the school.
- (L) Successful completion of two academic years between the ages of 10 and 14, inclusive, at a school in which all instruction, except in the subject area of English, was delivered in a language other than English, verified by an official transcript or a letter from the school.
- (M) Initial arrival at age 12 or older in the United States after having spent the years from birth to age 12 in a non-English speaking country or countries, verified by a birth certificate, passport, entry visas, or other documents.
- (N) Successful completion of three years of course work in a language other than English in grades nine seven through 12 in a public or private secondary school with an average grade of B or better, verified by an official transcript or a letter from the school.**

- (O) Achievement of a score on the Advanced Placement Examination in a language other than English offered by Educational Testing Service for which college credit or advanced standing is awarded, verified by either an official transcript or a letter from the registrar's or admission's office from a regionally accredited institution of higher education.
  - (P) Achievement on a college or university placement examination in a language other than English for which 1) a minimum of six semester academic units or the equivalent quarter units are awarded or 2) placement in an advanced level course, defined as no lower than the second year of a multi-year sequence, is given or 3) an exemption from a one year requirement is granted. This must be verified by either an official transcript or a letter from the registrar's or admission's office from a regionally accredited institution of higher education.
- (3) Completion of 24 semester units (or 36 quarter units) or 12 upper-division/graduate semester units (or 18 upper-division/graduate quarter units) of coursework. The coursework must be applicable toward a bachelor's degree or a higher degree at a regionally accredited college or university, and must be verified by an official transcript from such an institution. A grade of "C" or higher, "Pass," or "Credit" must be earned in each course. All of the coursework must be in the three subject areas listed in subsections (A), (B), and (C) below, and all three of the subject areas must be covered in the set of coursework used to satisfy this requirement.
- (A) Language structure and first- and second-language development, including the following:
    - 1. Language structure and use: universals and differences (including the structure of English), and
    - 2. Theories and factors in first- and second-language development.
  - (B) Methodology of bilingual instruction, instruction for English language development, and specially designed academic instruction delivered in English, including the following:
    - 1. Theories and methods of bilingual education.
    - 2. Theories and methods of instruction for English language development.
    - 3. Theories and methods of specially designed academic instruction delivered in English, and
    - 4. Language and content area assessment.
  - (C) Culture and cultural diversity, including the following:
    - 1. Nature and content of culture,
    - 2. Crosscultural contact and interactions,
    - 3. Cultural diversity in the United States and California, and
    - 4. Providing culturally responsive instruction.
- (4) Submission of a complete application packet and fee(s) as specified in Section 80487.
- (5) The holder of a Supplementary Authorization in either English as a Second Language (ESL) or Introductory ESL may use that document to earn a CLAD Certificate. A Supplementary Authorization in ESL or Introductory ESL will remain valid as long as the holder's prerequisite teaching credential remains valid. A Supplementary Authorization in ESL or Introductory ESL authorizes instruction for English language development, as defined in Education Code Section 44253.2(a), at the levels and in the grades specified in Sections 80057.5 and 80089 as those sections existed on January 1, 1993. The requirements for earning a CLAD Certificate for holders of the Supplementary Authorization in ESL or Introductory ESL include all of the following:
- (A) Experience learning a second language as specified in Section 80015(a)(2).
  - (B) Completion of three semester units (or four quarter units) of coursework in the theories and methods of specially designed academic instruction delivered in English. The coursework must be applicable toward a bachelor's degree or a higher degree at a regionally accredited college or university, and must be

verified by an official transcript from such an institution. A grade of "C" or higher, "Pass," or "Credit" must be earned in each course.

- (C) Submission of a complete application packet and fee(s) as specified in Section 80487.
- (6) The holder of a certificate of completion issued pursuant to Education Code § 44253.10 may use that document to earn a CLAD Certificate. The requirements for earning a CLAD Certificate for holders of such a certificate of completion include all of the following:
  - (A) Possession of a valid credential or permit as specified in Section 80015.2(a).
  - (B) Experience learning a second language as specified in Section 80015(a)(2).
  - (C) Completion of coursework as follows:
    - 1. Holders of a certificate of completion for specially designed academic instruction delivered in English (SDAIE) earned by successful completion of either the staff development program specified in Section 80680(a)(1) or an equivalent three semester unit (or four quarter unit class) at a regionally accredited college or university must complete nine semester units (or twelve quarter units) of upper-division/graduate coursework as described in Section 80015(a)(3) above except that the coursework need not include the topics listed in subsections (A)1, (A)2, (B)3, and (C)4.
    - 2. Holders of a certificate of completion for English language development (ELD) earned by successful completion of either the staff development program specified in Section 80680(a)(2) or an equivalent three semester unit (or four quarter unit) class at a regionally accredited college or university must complete nine semester units (or twelve quarter units) of upper-division/graduate coursework as described in Section 80015(a)(3) above except that the coursework need not include the topics listed in subsections (A)1, (A)2, (B)2, and (C)4.
    - 3. Holders of two certificates of completion, one for SDAIE and one for ELD earned by successful completion of either the staff development programs specified in Section 80680(a)(1) and 80680(a)(2) or two equivalent three semester unit (or four quarter unit) classes at a regionally accredited college or university must complete six semester units (or eight quarter units) of upper-division/graduate coursework as described in Section 80015(a)(3) above except that the coursework need not include the topics listed in subsections (A)1, (A)2, (B)2, (B)3, and (C)4.
    - 4. Holders of a certificate of completion for both SDAIE and ELD earned by successful completion of either the staff development program specified in Section 80680(a)(3) or an equivalent three semester unit (or four quarter unit) class at a regionally accredited college or university must complete nine semester units (or twelve quarter units) of upper-division/graduate coursework as described in Section 80015(a)(3) above except that the coursework need not include the topics listed in subsections (A)1, (A)2, (B)2, (B)3, and (C)4.
  - (D) Submission of the original certificate or certificates of completion, or a verified true copy, as established in § 80435, of each certificate, used to apply for the CLAD Certificate.
  - (E) Submission of a complete application packet and fee(s) as specified in Section 80487.
- (b) By examination: The requirements for earning a CLAD Certificate by examination include all of the following:
  - (1) Possession of a valid credential or permit as specified in Section 80015.2(a).
  - (2) Experience learning a second language as specified in Section 80015(a)(2).
  - (3) Passage of either (A), (B), or (C) below:
    - (A) Tests 1, 2, and 3 of the CLAD/BCLAD Examinations described in Section 80015.3. Each passing score must have been earned within five years prior to the date of application for a CLAD Certificate.

- (B) Both parts of the Language Development Specialist Examination (administered pursuant to Article 3.5, commencing with Section 44475 of Chapter 3 of the Education Code as that article existed on December 31, 1992). Both passing scores on the Language Development Specialist Examination must have been earned within five years prior to the date of application for a CLAD Certificate.
  - (C) Tests 1 and 3 of the CLAD/BCLAD Examinations (described in Section 80015.3) and the Methodology Component of the Bilingual Certificate of Competence Examination (administered pursuant to Education Code Sections 44253.5 and 44253.6 as those sections existed on December 31, 1992). The passing scores on Tests 1 and 3 of the CLAD/BCLAD Examinations must have been earned within five years prior to the date of application for a CLAD Certificate. The passing score on the Methodology Component of the Bilingual Certificate of Competence Examination must have been earned within nine years prior to the date of application for a CLAD Certificate.
  - (4) Submission of a complete application packet and fee(s) as specified in Section 80487.
- (c) By converting a Language Development Specialist Certificate: Converting a Language Development Specialist Certificate to a CLAD Certificate is not required. Unless used to apply for a CLAD Certificate, a Language Development Specialist Certificate shall remain valid as long as the holder's prerequisite teaching credential remains valid. The Language Development Specialist Certificate authorizes the same services as the CLAD Certificate as specified in Section 80015.2(b). The requirements for earning a CLAD Certificate by converting a Language Development Specialist Certificate include all of the following:
- (1) Submission of the valid Language Development Specialist Certificate issued to the applicant.
  - (2) Submission of a complete application packet and a fee equal to one-half of the current credential application fee as specified in Section 80487.

NOTE: Authority cited: Sections 44253.9 and 44225(q), Education Code. Reference: Sections 44253.3, 44253.6, 44253.10, 44225(b) and 44225(d), Education Code.



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## California Commission on Teacher Credentialing

### Meeting of:

June 7-8, 2000

### Agenda Item Number:

FPPC-1

### Committee:

Fiscal Planning and Policy

### Title:

Update Regarding Contract for Assistance with Strategic and Information Technology Plan and Action Plan.

✓ Information

### Prepared by:

John Wahlstrom, Analyst  
Fiscal and Business Services

## BACKGROUND

At the March 2000 Commission meeting, Commissioners authorized the Executive Director to contract with the KPMG Consulting firm (KPMG) to assist the Commission in developing an information technology strategic plan and action plan. This agenda item provides an update on the KPMG's progress.

## SUMMARY

At the April 2000 meeting, staff provided Commissioners with a status report update concerning the progress of this effort. The next status report by KPMG is due at the end of April 2000. Due to the timing of the status report and the preparation of this agenda item, an update on the status of the KPMG project will be presented to the Commissioners as an in-folder item at the May 2000 Commission meeting.

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## California Commission on Teacher Credentialing

### Meeting of:

June 7-8, 2000

### Agenda Item Number:

FPPC-2

### Committee:

Fiscal Planning and Policy

### Title:

Update on the 2000-2001 Governor's Budget

✓ Information

### Prepared by:

Karen Romo, Analyst  
Fiscal and Business Services

## BACKGROUND

In May 2000, the Commission's portion of the 2000-2001 Governor's Budget, including the Governor's May Revision, was considered in hearings before the Assembly and Senate Budget Subcommittees. This information provides the Commissioners with an update concerning the status of the 2000-2001 Governor's Budget as it pertains to the Commission.

## SUMMARY

### Governor's May Revision Proposals

- \$470,665 from the Teacher Credentials Fund(TCF) and 7.5 positions to address Certification, Assignment and Waivers projected workload increases, and \$160,000 from the TCF on a one-time basis to contract for publications assistance;
- \$1,825,000 from the TCF to initiate an Information Technology improvement project to expedite the teacher credentialing process;
- \$15.9 million from the General Fund (Local Assistance) to provide an increase in the value of the grants to specified participants in the Teaching As A Priority Program;
- \$150,000 from the General Fund to cover a projected 10 percent increase in the number of first-time teaching credentials that will be funded through the Teacher Credential Fee Buyout Program; and
- A reduction in the fee charged by the Commission for the issuance or renewal of a teaching credential from \$60 to \$55.

### Legislative Action on the Commission's Budget

Both the Assembly and Senate Budget Subcommittees have approved the following items:

- The \$15.9 million from the General Fund (Local Assistance) to provide an increase in the value of grants to specified participants in the Teaching As A Priority Program;
- The \$150,000 from the General Fund to cover a projected 10 percent increase in the number of first-time teaching credentials that will be funded through the Teacher

Credential Fee Buyout Program; and

- The reduction in the fee charged by the Commission for the issuance or renewal of a teaching credential from \$60 to \$55.

### **Future Actions on the Commission's Budget**

Discussion and action on all other items within the Commission's budget has been deferred to the 2000-2001 Budget Bill Conference Committee, which includes three members of the Senate and the Assembly who have been appointed to resolve differences in each house's version of the budget. Due to the timing of the action that will be taken by the 2000-2001 Budget Bill Conference Committee and the preparation of this agenda item, an update on the Commission's budget will be presented to the Commissioners as an in-folder item at the June 2000 Commission meeting.

Staff is available to answer any questions the Commissioners



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